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Librarian's Report 4-20-2020

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Georgia Southern University Faculty Senate

Librarian's Report

April 20, 2020

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Submitted respectfully by Michelle Haberland, Faculty Senate Librarian, in preparation for the April 29, 2020 meeting of the Georgia Southern Faculty Senate.

To: Helen Bland and the Senate Executive Committee

From: Bill Dawers

Date: April 17, 2020

Re: Initial report of the Ad Hoc Committee on the Armstrong Campus Climate & Morale

Background

The June 2019 report “3 Campuses One Heartbeat: Toward Inclusive Excellence at Ga Southern University” by the Center for Strategic Diversity Leadership & Social Innovation documented that only 31% of faculty, 30% of staff, and 35% of undergraduate students reported a sense of being valued and belonging on the Armstrong Campus.

The report’s findings were discussed at the Feb. 2020 meeting of the Faculty Senate, and the Senate Executive Committee subsequently approved the recommendation by Bill Dawers for the formation of an ad hoc committee comprised of a representative from each college and each campus to:

- a. consider and prioritize the recommendations in the report for addressing the documented problems with the Armstrong Campus climate.
- b. identify other post-consolidation changes that seem to be contributing to the low level of attachment to the Armstrong Campus.
- c. where possible, recommend corrective action(s) or potential next steps to address ongoing issues.
- d. work with Strategic Enrollment Management (Scott Lingrell, VP) on recruitment of students.

Dawers began assembling the committee on March 4. The committee met via Zoom for 2 hours on March 27 and

1.5 hours on April 14.

Preliminary Work and Findings

At the first meeting, committee members discussed the inclusive excellence report, morale in their colleges, and other consolidation-related issues. There was a strong consensus on the committee that enrollment on the Armstrong Campus could suffer for years if problems are not addressed and if morale remains low.

After the initial meeting, the committee engaged in a SWOT analysis that considered three areas:

1. Organizational Structures & Communication
2. Armstrong Campus Culture
3. Enrollment Management

At the second meeting, the committee discussed the SWOT analysis and agreed to work through the summer on a substantial document that will be presented to the Faculty Senate before its initial meeting in Fall 2020.

Committee Membership:

David Bringman - Waters College of Health Professions

Bill Dawers - College of Arts and Humanities

Priya Goeser - Allen E. Paulson College of Engineering and Computing

Michelle Haberland - Statesboro Campus

Trish Holt - College of Education

Christopher Hendricks - Jack N. Averitt College of Graduate Studies

Marcus Mitchell - Liberty Campus

Donna Mullenax - College of Science and Mathematics

Dziyana Nazaruk - Jiann-Ping Hsu College of Public Health

Rick McGrath - Parker College of Business

Ned Rinalducci - College of Behavioral and Social Sciences

GEORGIA SOUTHERN UNIVERSITY
Faculty Grievance Committee Meeting Minutes
11:00am, February 21, 2020
Room 1909, Nessmith-Lane Building

Members in Attendance: Bettye Apenteng (JPCOH), Daniel Chapman (COE), Joanne Chopak-Foss (JPCOPH), Nicole Davis (COSM), Rami Haddad (PCOEC), Melissa Jackson (Library), Barbara King (CBSS), Amanda Konkle (CAH), Robert Lake (COE), Mao Lin (CAH), Gustavo Maldonado (PCOEC), Starla McCollum (WCOHP), Tom Pearsall (CAH), Ji Wu (COSM), Jennifer Zettler (COSM), Rongrong Zhang (PCOB)

Members Absent: Jose de Arimateia da Cruz (CBSS), Gregory Chamblee (COE), Christian Cox (COSM), Melissa Gayan (CAH), Kathleen Gruben (PCOB), Leslie Haas (Library), Kymberly Harris (COE), Jerri Kropp (CBSS), Lindsay Larson (PCOB), Keri Mans (WCOHP), Kevin Psonak (CAH), Peter Rogers (PCOEC), Xinfang Wang (PCOB), Bill Yang (PCOB),

Visitors: Michelle Haberland, Faculty Senate Librarian

1. INTRODUCTIONS:

Michelle Haberland (Faculty Senate Librarian) convened the meeting at 11:02am. After explaining that the committee

2. ANNOUNCEMENT OF ELECTION RESULTS FOR CHAIR OF THE FACULTY GRIEVANCE COMMITTEE:

Michelle Haberland thanked everyone for voting and announced that Joanne Chopak-Foss (JPCOPH) had won the election. She thanked Joanne and Rami Hadad (PCOEC) for their willingness to serve.

It was noted that the 2019-2020 chair of the Faculty Grievance Committee's term on the Faculty Grievance Committee will end in May of 2020. A new Chair of the Faculty Grievance Committee will need to be elected in August of the Fall 2020 semester.

3. CONCERNS ABOUT THE LOW NUMBER OF FACULTY GRIEVANCES CONSIDERED BY THE FGC:

There have been no formal grievances that have been investigated by the FGC since 2012. Faculty that had legitimate grievances may have reached resolution without the FGC involvement.

In order to ensure that faculty members are aware of the FGC and see it as a resource for resolving grievances, the committee suggested that the role of the FGC and its processes be discussed at each college's first meeting of the semester, typically after Convocation. Ideally, a college representative on the FGC would come to the first meeting of the college to (1) identify the role of the FGC and (2) provide a brief overview of the procedures for that college's faculty.

The FGC members in attendance also agreed that it would be helpful if Provost Reiber explained the importance of the FGC at the Deans Council and urge each college's dean

to explain to their department chairs the role of the FGC and its procedures.

Finally, FGC members recommended that committee meet in May, after all of the college elections have concluded to elect the 2020-2021 chair of the FGC.

Respectfully submitted by Michelle
Haberland February 21, 2020

FACULTY WELFARE COMMITTEE MINUTES

Faculty Welfare Committee March 11, 2020

Present: Wayne Johnson, COEP; Wendy Wolfe, CBSS; Alex Collier, COSM; Kristi Smith, LIB; Glenda Ogletree, COE; Leticia McGrath, CAH; Jeff Riley, CAH; Jeff Jones, CPH; P. Cary Christian, CBSS; Mark Hanna, COB; Jim LoBue, COSM; Rebecca Hunnicutt, LIB; Jan Bradshaw, CPH; Diana Cone, Provost's Office

Guests: N/A

Absent: Laura Valeri, CAH; John Barkoulas, COB; Linda Ann McCall, COE; Helen Bland, CPH; Susan Hendrix, WCHP; Clinton Martin, COEP;

I. CALL TO ORDER

Alex Collier called the meeting to order on Wednesday, March 11 at 1pm.

II. APPROVAL OF MINUTES

The committee met quorum. The February's meeting's minutes were seconded and approved.

III. APPROVAL OF AGENDA

The March meeting agenda was seconded and approved, with the addition of a discussion item: coronavirus faculty concerns.

IV. CORONAVIRUS DISEASE (COVID-19) CONCERNS

Co-Chair Alex Collier proposed the addition of this agenda item. Jeff Jones provided an update on the disease's statistics in Georgia. FWC members posed the following questions to the Faculty Senate meeting today: Are faculty members/department chairs present during administration's disease discussions? What avenue for input does faculty have? Is CTE prepared to move ground courses online and handle this workload? How will hourly staff be compensated if the campus is closed? Can Folio handle the increased bandwidth? Have other universities, besides UGA, decided to extend spring break by one week without holding classes? Will the USG make final decision on universities' closures or will each university decide itself? How will the disease affect those planning to attend conferences that are cancelled - what is the reimbursement process? How long will universities remain closed? What if international students cannot get back on campus; where will they live? Diana Cone responded that housing and dining are preparing now to care for these students, as well as any that self-quarantine. Alex asked if people can access labs with living organisms if the campus is closed? Diana responded that essential personnel will be allowed on-campus.

V. FACULTY WELFARE CURRENT BUSINESS

A. Health Insurance Premium Concern

Discussion: Our insurance options are based on contracts that are developed/approved by USG and are negotiated every few years. Patricia Holt, who is familiar with this issue, will be attending the April meeting with the Chancellor and will bring this concern to his attention. Alex Collier also stated that Rebecca Carroll may be able to provide clarification/information, as well. Alex and Leti updated the committee that they had reached out to HR with questions regarding the rising health care premiums through BC/BS. They were informed that our insurance options are based on contracts that are developed/approved by USG and are negotiated every few years. We are not

permitted to negotiate these contracts or seek outside bids as an individual university. Kristi and Alex shared this information with Patricia Holt, who will serve as the next Faculty Senate President

and she will share the committee's concerns and questions with the Chancellor at the USG Faculty Council meeting in April.

B. RFI: 10-Month Employees Paid Over 12 Months

Discussion: Helen submitted an RFI to Faculty Senate on this topic; we are awaiting a response.

C. FWC Sub-Committee: Non-Tenure Track Faculty Review Process; Draft Review and Discussion (with Lecturer Sub-Committee) regarding necessity to successfully promote at 6-year review

Discussion: Alex Collier summarized the tentative recommendations on behalf of the NTT subcommittee (K. Smith, J. LoBue, J. Bradshaw, M. Hanna, L. Valeri). The charge(s) of this committee included mapping out a path for promotion for current NTT faculty and providing recommendations to help distinguish this faculty line from Lecturers and TT faculty. The recommendations called for the reclassification of current NTT faculty into a new Professional Track line that would include ranks that support promotion with different expectations from other faculty lines. To help distinguish this line from Asst-Full TT lines, the sub-committee proposed unique ranks including Teaching Professional, Senior Teaching Professional, and Distinguished Teaching Professional. Diana Cone (Vice-Provost) interjected that the proposal of new faculty lines with unique titles/expectations would ultimately have to be approved by the BOR which is a lengthy process. Due to the language (e.g., clause) in GS bylaws/Faculty Handbook, there was some confusion with appointment/reappointment option—can they undergo the sixth year review and be retained without earning promotion? Jim LoBue agreed that wording is not clear and said that it should be left to the department chair to decide. Alex Collier stated that the language in the faculty handbook needs to be clearer, especially between these two options. Wendy Wolfe noted that the NT track and Tenure Track seem very similar and asked how they are differentiated; besides teaching, what other responsibilities are needed. Jeff Jones suggested that “exceptional teaching” should be quantified. Alex Collier and Wendy Wolfe agree that there is a loose interpretation, especially when this track covers different disciplines in various fields across all colleges. Diana Cone said that a teaching-only track would not meet the BOR’s requirements and that faculty cannot switch tracks from teaching to research, or vice versa. Mark Hanna suggested that we narrow our focus on a review process and that it should be similar to T&P with Excellence in Teaching and another category (i.e., Value to the University). In general, members of the committee expressed concern that potential adoption of these new titles/expectations would further subdivide our faculty.

Alex Collier reminded Diana Cone that it was the administration’s decision to recently transition certain limited-term faculty to NTT lines that led to much of this confusion. The administration’s desire to keep the TT/Lecturer ratio close to the 80:20 ratio mandated by the BOR helped create the apparent pay disparity between these positions although they share similar expectations. He noted that members of the FWC had previously made the recommendation that NTT with terminal degrees be transitioned to the Asst. NTT line in Fall 2019, but were told this was financially untenable. He again requested that this be considered by the Provost Office as it would help alleviate the current pay discrepancy.

A second recommendation from the NTT sub-committee was that current NTT faculty with teaching and research responsibilities that represent less than 50% of their total load should be transitioned to the title “Academic Professionals” as outlined by the BOR. Diana Cone said that the Provost Office is not looking for specifics for a general time and process for the NT track lines. After additional discussion, the recommendations from the NTT sub-committee were informally tabled and the committee moved on to additional business.

D. FWC Sub-Committee: Lecturer Promotion/Reviews - Update

Discussion: Alex Collier noted that this topic overlaps with the NTT concerns. Jeff Jones noted that this sub-committee (comprised of Jeff Jones, Susan Hendrix, John Barkoulas, and Clinton Martin), had also discussed ways to clarify the expectations of Lecturer and NTT faculty. Based on the concerns expressed regarding the NTT recommendations, Jeff noted that this effectively put us back at square one with regard to that topic. With respect to the sub-committee’s charge as to whether a Lecturer can undergo a sixth year review and maintain their job without being promoted

(a concern that also impacts the NTT faculty), Leti McGrath suggested that we send out a survey to poll the full committee. Diana Cone noted that clarification on rules and consistency of this practice across colleges were needed. Diana Cone did not understand why faculty would not want to be promoted if given the option. Leti McGrath asked if Mark Hanna would write/develop language for a survey and he agreed to help with part of it.

E. FWC Sub-Committee - Chair Evaluations - Update

Discussion: The committee received a list of which departments had an evaluation and they are working to submit an action/recommendation to the Provost office.

F. Online Class Sizes and Caps

Discussion: Committee did not have quorum during this time in the meeting; topic is tabled until next month.

VI. FACULTY WELFARE CONCERNS

A. Maternity Leave

Discussion: Committee did not have quorum during this time in the meeting; topic is tabled until next month.

VII. FACULTY WELFARE OLD BUSINESS

A. Forthcoming Survey for Polling Re: Possibly Creating Annual Faculty Evaluation Form Sub-Committee

Discussion: Leti McGrath noted that this may not be under our purview. She suggested that an anonymous survey be sent to all FWC members documenting their yes/no vote regarding our involvement in this matter. Jan Bradshaw agreed to create the survey.

VIII. NEW BUSINESS

A. TRS and USG Concerns Regarding Retirement Payments

Discussion: Jan Bradshaw noted that Wendy Wolfe previously sent an email to the committee regarding this matter and suggested that we add this topic to next month's agenda.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on Wednesday, March 11, 2020 at 3:00pm.

Respectfully submitted,
Kristi Smith, Co-Secretary
Jan Bradshaw, Co-Secretary

Minutes were approved April 3, 2020 by electronic vote of Committee Members
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FACULTY WELFARE COMMITTEE MINUTES

Faculty Welfare Committee April 15, 2020

Present: Wayne Johnson, COEP; Wendy Wolfe, CBSS; Alex Collier, COSM; Kristi Smith, LIB; Glenda Ogletree, COE; Leticia McGrath, CAH; Jeff Riley, CAH; Jeff Jones, CPH; P. Cary Christian, CBSS; Mark Hanna, COB; Jim LoBue, COSM; Rebecca Hunnicutt, LIB; Jan Bradshaw, CPH; Diana Cone, Provost's Office; Laura Valeri, CAH; John Barkoulas, COB; Helen Bland, CPH; Susan Hendrix, WCHP

Guests: N/A

Absent: Linda Ann McCall, COE; Clinton Martin, COEP

I. CALL TO ORDER

Leti McGrath called the meeting to order on Wednesday, April 15 at 1pm.

II. APPROVAL OF MINUTES

The committee met quorum. The March meeting's minutes were seconded and approved.

III. APPROVAL OF AGENDA

The April meeting agenda was seconded and approved.

IV. FACULTY WELFARE CURRENT BUSINESS

A. COVID-19 Updates and University Response

Discussion: Leti McGrath discussed Michelle Haberland's email to SEC and Provost Reiber's follow-up email which states that student evaluations will still be conducted since all classes moved online. Mark Hanna stated that student evaluations are already underway, but how will they be used? Diana Cone said that the Board of Regents requires student evaluations be conducted, and evaluations have already been completed for courses that completed in the first half of this spring semester. Per Provost Office, if a professor receives an unfavorable evaluation for the first time, it will not be held against them since moving courses to online learning has been frustrating for students. Alex wondered if faculty will have the chance to respond to their evaluations? Diana said yes, they should always be allowed to respond to their Chair/Dean.

Leti is concerned that students may experience problems when taking exams using the Respondus Lockdown software. Specifically, what if they can't email the professor with a question about the exam if their email is locked down? Diana said to contact Ron Stalnaker with this concern. Jeff Riley said the Student Success Committee is also discussing this topic, and students who use cell phones to take exams may be kicked out of their exam if they navigate away from their internet browser to compose an email. Diana said that ITS continues to monitor Help Desk tickets so we should submit a ticket if we're concerned. Wayne Johnson raised the issue that students frequently staff the Help Desk. Leti and Alex Collier will contact Ron Stalnaker with these concerns.

Leti shared that faculty are having the same emotional issues as students: sick relatives, children at home, homeschooling, working from home, taking courses at home, not able to access internet/technology required to take/teach courses. What support can faculty receive during this time? Per Diana, faculty can contact HR or visit their webpage to apply for the Families First Act if they are having emotional or technology issues or need to access telehealth resources; CTE is working on-campus to assist faculty with transitioning to converting courses online (Debbie Walker is contact); email Dustin Anderson to be paired with a mentor; visit the Georgia Access and Crisis

Line via the HR website for counseling. Laura Valeri said employees can receive four free counseling sessions online/phone with KEPRO via the HR website.

B. RFI: 10-Month Employees Paid Over 12 Months

No discussion

C. FWC Sub-Committee: Non-Tenure Track Faculty Review Process

1. Discussion of 5th year review policy - vote for non-mandatory/mandatory promotion during 5th year review
 - a. Discussion: Alex called for a vote to include language in the Faculty Handbook that NTT Faculty do not have to seek promotion at the end of their 5th year review. Wendy Wolfe suggested first including language that there is no requirement for NTT Faculty Assistant Professors to be promoted in order to be retained. Diana said Asst. Professors do not have to go up for promotion. Per Diana, our sub-committee needs to create consistency among departments which currently have differing practices. Either decide to offer lecturers a terminal contract for one year if they do not go up for promotion, or create a pathway for NTT faculty who do not want to go up for promotion at their 5th year review so that they can continue employment and not receive a terminal contract. Mark does not want a penalty associated with NTT faculty who do not seek promotion. Diana said these faculty can seek promotion in subsequent years (after 6 years minimum), according to BOR policy. Helen Bland said that anything we vote on won't be added to the Faculty Handbook until next academic year since the Faculty Senate is only dealing with curricula in its April meeting, which is its last meeting this academic year.

Alex called for the following vote and discussion period:

LECTURERS: As a member of the FWC would you support the recommendation that the following (or similar language) be added to the Faculty Handbook to clarify the sixth year review process for **Lecturers**? YES or NO

"Lecturers may request, as part of this review, promotion to Senior Lecturer, but they are not required to request promotion. As a result of this review, lecturers may receive a final contract or notice of eligibility for continuing service as a lecturer or senior lecturer.

ORIGINAL: There is no requirement that lecturers who are not promoted receive a terminal contract."

PROPOSED: There is no requirement that lecturers be promoted in order to be retained." (Wendy)

NEW RECOMMENDATION:

"Lecturers may request promotion, as part of their sixth year review and thereafter, but they are not required to request promotion. As a result of this review, lecturers may receive a final contract or notice of eligibility for continuing service as a lecturer or senior lecturer. There is no requirement that lecturers be promoted in order to be retained."

Results of vote: 16 aye, 0 no, 0 absentia

Alex called for the following vote and discussion period:

NTT ASSISTANT PROFESSORS: As a member of the FWC would you support the recommendation that the following or similar language be added to the Faculty Handbook to clarify the fifth year review process for **NTT Assistant Professors**? YES or NO

“NTT ASSISTANT PROFESSORS MAY REQUEST PROMOTION, AS PART OF THEIR FIFTH YEAR REVIEW AND THEREAFTER TO ASSOCIATE PROFESSOR, BUT THEY ARE NOT REQUIRED TO REQUEST PROMOTION. AS A RESULT OF THIS REVIEW, THESE FACULTY MAY RECEIVE A FINAL CONTRACT OR NOTICE OF ELIGIBILITY FOR CONTINUING SERVICE AS AN NTT ASSISTANT OR ASSOCIATE PROFESSOR. THERE IS NO REQUIREMENT THAT NTT ASSISTANT PROFESSORS BE PROMOTED IN ORDER TO BE RETAINED.”

ORIGINAL: There is no requirement that NTT Assistant Professors who are not promoted receive a terminal contract.”

PROPOSED: There is no requirement that NTT Assistant Professors be promoted in order to be retained.”

Faculty Handbook pg 52, 315.01

Results of vote: 15 aye, 1 no, 0 absentia

2. Unfinished business for 2020-2021 FWC
 - a. Discussion: Developing the pathway for NTT Faculty needs to be the first order of business for next academic year’s FWC, per Diana and Leti.
3. Draft review
 - a. Per Alex, table this discussion until next academic year.
4. Discussion (with Lecturer Sub-Committee) regarding necessity to successfully promote at 6-year review
 - a. No discussion

D. FWC Sub-Committee: Lecturer Promotion/Reviews

1. No discussion

E. FWC Sub-Committee: Chair Evaluations

2. Discussion: Wayne discussed sub-committee’s recommendations for chair evaluations. Why the 30% threshold to trigger a Chair in-depth review, John Barkoulas asked? Wayne said that language was taken from the Faculty Handbook to maintain consistency. Diana said that if 30% of faculty makes this request, then an off-cycle review of Chair can be conducted. Leti is concerned with the anonymity of this 30% and subsequent retaliation for non-tenured professors. In her experience, the names of the 30% making the request are recorded. Laura asked if we can request anonymity of the 30%? There is no existing process for this, per Leti. Wayne said perhaps the matter of anonymity could be addressed by next academic year’s FWC. He will submit his sub-committee’s recommendations to the Provost. The Chairs and Department Heads 5th Year Reviews timeline document and the Department Chair Evaluation draft are both saved in the shared FWC Google Drive folder.

F. Online Class Sizes and Caps

1. No discussion due to time constraints; will carry over as FWC Current Business agenda item next academic year

V. FACULTY WELFARE CONCERNS

A. Maternity Leave

No discussion due to time constraints; will carry over as FWC Current Business agenda item next academic year

B. TRS Retirement Concerns with the State of Georgia

No discussion due to time constraints; will carry over as FWC Current Business agenda item next academic year

C. Vote on Establishment of Faculty Evaluation Sub-Committee

No discussion due to time constraints; will carry over as FWC Current Business agenda item next academic year

VI. FACULTY WELFARE OLD BUSINESS

A. Health Insurance Premiums

No discussion due to time constraints; will carry over as FWC Current Business agenda item next academic year

VII. FACULTY WELFARE NEW BUSINESS

A. Student Lab Surveys

Discussion: Wayne stated currently, classes that are strictly labs do not afford its professors the opportunity to be reviewed by their students. It was discovered to be a coding issue which requires changes at the coding curriculum level. Once these codes are corrected, these professors will have the opportunity to be evaluated.

B. Membership Rotation

No discussion

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on Wednesday, April 15, 2020 at 3:03pm.

Respectfully submitted, Kristi
Smith, Co-Secretary Jan
Bradshaw, Co-Secretary

Minutes were approved April 21, 2020 by electronic vote of Committee Members

GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE MINUTES

General Education and Core Curriculum Committee Meeting Date – Friday, February 21, 2020

Present: Cheryl Aasheim, Allen E. Paulson College of Engineering and Computing/Information Technology; Rocio Alba-Flores, Allen E. Paulson College of Engineering and Computing/Electrical and Computing Engineering; Suzy Carpenter, College of Science and Mathematics/Chemistry and Biochemistry; Daniel Chapman, College of Education/Curriculum Foundations and Reading; Finbarr Curtis, College of Arts and Humanities/Philosophy and Religious Studies; Barb King, College of Behavioral and Social Sciences/Criminal Justice and Criminology; Dziyana Nazaruk, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Hans-Joerg Schanz, College of Science and Mathematics/Chemistry and Biochemistry; Bill Wells, Parker College of Business/Finance

Guests: Brad Sturz, Institutional Effectiveness

Absent: Amy Ballagh, Enrollment Management; Mary (Estelle) Bester, Waters College of Health Professions/Nursing; Donna Brooks, Office of the Provost; Michael Cuellar, Parker College of Business/Enterprise Systems and Analytics; Delena Gatch, Institutional Effectiveness; Autumn Johnson, University Libraries; Amanda Konkle, College of Arts and Humanities/Literature; Chris Ludowise, Office of the Provost; Marla Morris, College of Education/Curriculum Foundations and Reading; Jeffrey Mortimore, University Libraries; Jaime O'Connor, Institutional Effectiveness; Amy Smith, Enrollment Management; Student Government Association; Marian Tabi, Waters College of Health Professions/Nursing; James Thomas, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health

I. CALL TO ORDER

Chair Finbarr Curtis called the meeting to order on Friday, February 21st at 1:21 p.m.

II. APPROVAL OF AGENDA

Suzy Carpenter motioned to approve the agenda; seconded by Bill Wells and passed unanimously.

III. CHAIR'S UPDATE

A. BOR update

- Finbarr Curtis opened discussion about a new video was released by the BOR providing a few insights into the proposed changes to the core curriculum at the system level. The proposal includes some new categories, and we'll have to be creative to develop new courses. GECC could put out a call to departments to pitch new courses and then make decisions on which will be included in the new core.
- One concern is that the proposal is based on three credit courses and our sciences courses with labs are four credit courses.
- Bill Wells stated that the focus on developing only skills for a specific job does not reflect the tradition of a liberal arts education. Being well-rounded helps students to interact not just in the workplace, but in the greater world around them. Having a curriculum that is limited to employment preparation is short sighted.
- Barb King agreed that the skills gained in general education courses are transferable to other areas. For example, philosophy courses teach critical thinking skills, benefitting students even if they don't become a philosopher.
- Finbarr Curtis pointed out that part of this presentation was rhetoric aimed at the legislators who are not educators; the presenter did emphasize the importance of being a global citizen.
- Barb King mentioned her surprise that global citizenship was not part of the proposed changes. Finbarr Curtis speculated that it could still be part of the institutional options, which he had thought would be removed from the new core. Nine institutional options will generate discussion, especially considering our focus on inclusive excellence.

B. FYE ad hoc committee

- Finbarr Curtis provided an update on the work of the FYE ad hoc committee, specifying that they are not making any administrative changes but are trying to improve the course using the current structure. Committee is meeting frequently, has appropriate representation from advisors, and is

giving considerable thought to the curriculum. Any change to the credit structure of the course would have to come from the Provost's office, and they are not present at this meeting.

- Suzy Carpenter asked if there was any information about the staffing of the sessions in the fall, if a call for volunteers would be sent out to faculty and staff like last summer. Finbarr replied that he expected that would be the case, and since no compensation is provided for the course that there would be a significant need for volunteers.
- Advisors will still be teaching, but there will be additional training, workshops, and discussion groups on Critical Race Theory. Suzy asked if this training would take place during the summer, and Finbarr responded that that is a possibility since staff are working over the summer.
- Finbarr is advocating for changing it to a one credit course in hopes that it would attract more faculty to volunteer. The Provost is sympathetic to counting it in load, but because of the demands of different departments, it is not possible for some faculty to consider this option even with that incentive.
- A limited number of sections had 200 students enrolled, which presented other challenges. They met as a class and then broke into smaller groups with peer leaders for discussion, but this required considerable mentoring of peer leaders.
- Bill Wells asked if there were any sections completely online. Finbarr replied that he did not have any information about those sections. Bill expressed that an online FYE seemed contrary to the goals of the course which emphasize meeting people and becoming familiar with the campus.

C. CORE 2000

- Finbarr Curtis mentioned that not enough sections of CORE 2000 were offered this semester to accommodate all of the students meeting that requirement. Bill Wells said that no sections were offered in college of business.

IV. NEW BUSINESS

A. Course revision proposals

A. ASTR 1000 Introduction to the Universe

- Finbarr Curtis highlighted that this proposal is adding the asynchronous designation to the course since it is offered online. He was not aware that the committee needed to approve this change for all online courses. Bill Wells said that the Office of the Registrar has specified that all documents for this change must be completed and sent through the process.

MOTION: Barb King made a motion that the course be approved as presented. A second was made by Cheryl Aasheim. The motion was approved.

B. PHYS 2211 Principles of Physics I

- Finbarr Curtis explained that MATH 1441, previously either a pre-requisite or co-requisite for the course, would now be a required pre-requisite. He raised the question of whether core courses could have pre-requisites. Bill Wells said that they typically do not. Finbarr stated that since OIE had seen the proposal in advance, it must be acceptable.

MOTION: Bill Wells made a motion that the course be approved as presented. A second was made by Suzy Carpenter. The motion was approved.

V. Announcements

A. Reminder – meeting details for Spring 2020

- Finbarr Curtis pointed out that a meeting scheduled for March 13 did not appear on the agenda. This would need to be clarified with Jaime O'Connor.

B. Reminder – Academic Assessment: Support for Next Steps roundtable discussions offered by OIE

- Brad Sturz confirmed that these sessions are available in the site synchronous classrooms at CTE on both campuses.

C. GECC service

- Bill Wells mentioned an announcement made at Faculty Senate that those who sign up for

committees must ensure they are available at the time the committee meets. Bill identified this as a barrier to committee service, since many faculty do not have their spring schedules at this time and department leadership may not be able to accommodate special scheduling requests for committee service. Jaime O'Connor usually pulls faculty schedules for those serving on the GECC and sets a meeting time that works for all members.

- Finbarr mentioned that the GECC has to meet prior to undergraduate committee, but that it has traditionally been flexible to accommodate faculty schedules.

VI. ADJOURNMENT

The meeting was adjourned on February 21, 2020 at 2:06 p.m.

Respectfully submitted,

Jaime O'Connor, Recording Coordinator

Minutes were approved 3/5/2020 by electronic vote of Committee Members

GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE MINUTES

General Education and Core Curriculum Committee Meeting Date – Friday, March 13, 2020

- Present:** Cheryl Aasheim, Allen E. Paulson College of Engineering and Computing/Information Technology; Rocio Alba-Flores, Allen E. Paulson College of Engineering and Computing/Electrical and Computing Engineering; Mary (Estelle) Bester, Waters College of Health Professions/Nursing; Donna Brooks, Office of the Provost; Suzy Carpenter, College of Science and Mathematics/Chemistry and Biochemistry; Daniel Chapman, College of Education/Curriculum Foundations and Reading; Michael Cuellar, Parker College of Business/Enterprise Systems and Analytics; Finbarr Curtis, College of Arts and Humanities/Philosophy and Religious Studies; Delena Gatch, Institutional Effectiveness; Autumn Johnson, University Libraries; Barb King, College of Behavioral and Social Sciences/Criminal Justice and Criminology; Amanda Konkle, College of Arts and Humanities/Literature; Jeffrey Mortimore, University Libraries; Dziyana Nazaruk, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Hans-Joerg Schanz, College of Science and Mathematics/Chemistry and Biochemistry; Marian Tabi, Waters College of Health Professions/Nursing; James Thomas, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Bill Wells, Parker College of Business/Finance
- Guests:** Candace Griffith, Office of the Provost; Jaime O'Connor, Institutional Effectiveness; Brad Sturz, Institutional Effectiveness
- Absent:** Amy Ballagh, Enrollment Management; Chris Ludowise, Office of the Provost; Marla Morris, College of Education/Curriculum Foundations and Reading; Amy Smith, Enrollment Management; Student Government Association

VII. CALL TO ORDER

Chair Finbarr Curtis called the meeting to order on Friday, March 13th at 1:17 p.m.

VIII. APPROVAL OF AGENDA

Cheryl Aasheim motioned to approve the agenda; seconded by Bill Wells and passed unanimously.

IX. CHAIR'S UPDATE

A. Discussion about FYE1220/KINS 1525

- Finbarr Curtis had a conversation with Robert Clouse about combining some course content from FYE with KINS 1525 Concepts of Health and P.E. KINS 1525 is already fully staffed and delivers some health and wellness content that overlaps with FYE. This could alleviate some of the difficulty with recruiting faculty to teach FYE, and would allow for it to be reduced to a one credit course following more of an extended orientation model.
- Bill Wells asked if KINS 1525 was a USG requirement or an institutional requirement. Finbarr clarified that it is not a core course, but that it is part of the general education curriculum required by the institution. Jaime O'Connor added that FYE 1220 and KINS 1525 are similar in that they both fall under "additional requirements" in the current core curriculum structure.

B. FYE ad hoc committee

- Finbarr Curtis provided an update on the work of the FYE ad hoc committee. They have recently sent an email requesting feedback from faculty and students on five books proposed as the common read for next fall. No other changes to the credit hours or mode of delivery are anticipated at this time, but the curriculum will be better organized than it was the previous year with more training and support for those teaching the course.

C. CORE 2000

- Finbarr Curtis mentioned that not enough sections of CORE 2000 were offered this semester to accommodate all of the students meeting that requirement. There seems to be a perception among students that they will be allowed to substitute another course in place of CORE 2000 since it is not available. Finbarr recommended that the committee make this part of the agenda for the next meeting.

X. NEW BUSINESS

A. Update on core assessment intervention meetings from OIE

- i. Jaime O'Connor said that core assessment intervention meetings are in progress. Jaime, Delena Gatch, and Brad Sturz have divided the courses identified as needing additional support into three groups and are meeting with them individually to review GECC feedback, recommend resources, and discuss next steps. Approximately 24 of these meetings have been completed, 14 are scheduled or have been contacted, and 8 have not yet been initiated. Some of those not yet initiated are due to changes in course assessment coordinators still under discussion within departments.
- ii. Brad Sturz reported that the meetings are going well, and that many times those responsible for submitting the reports are new to the course coordinator role, and do not have enough information about what is required. Jaime O'Connor mentioned some ongoing initiatives in OIE that will provide more support for report writers, including developing a handbook suggested by Finbarr Curtis and offering some targeted workshops.
- iii. Jaime O'Connor reported that a common theme in the follow up meetings is encouraging report writers to be mindful of the audience who may not be familiar with a specific discipline. Overall, reports need to include more explicit details about the assessment process. Often there are good processes in place, but they are not captured in the document submitted to the committee.
- iv. Bill Wells asked if the course coordinator responsibility was being assigned to new faculty. Jaime O'Connor replied that in some cases, it does seem like new faculty are assigned to this role, which is particularly challenging. OIE plans to target new course coordinators specifically with some of the upcoming workshops and resources. Delena Gatch added that the Academic Assessment Steering Committee recently made a recommendation to offer informational meetings specifically for department chairs, and that strategy might be applied for GECC as well. Communicating more directly with chairs would help to keep departments more informed about assessment processes and work being done by the committees.

B. Timeline for core redesign

- i. Delena Gatch said there is no additional information available from the BOR on the core redesign at this time, beyond the video that was released prior to the last GECC meeting. In terms of a timeline for GECC participation in this process, Delena is anticipating the following:
 - Fall 2020 – Spring 2021 GECC will be heavily involved in working on the redesign. During this time, we will ask for no revisions to be submitted for the current core to allow the committee to focus on the redesign workload. We may schedule additional meetings to complete this work.
 - Helen Bland says we will have information about GECC membership for next year by early April, allowing us to get a head start on preparing committee members for the work ahead
 - By spring of next year, we should be submitting appropriate to the BOR for approval. We don't know exactly what the process will look like, but we expect to work with the structure and timelines currently in existence for committee review.
 - In Fall 2021, we will handle any courses that need to be resubmitted due to feedback from the BOR.
 - Spring 2022, students will be able to register for courses in the restructured core.
 - Fall 2022, new core curriculum will be in place.
- ii. Delena Gatch has been working with Candace Griffith to revise the CIM forms. The changes have been approved by undergraduate and graduate curriculum committees and are now in development in the Registrar's office. The new forms provide more clarity for additional core course documentation required by the BOR, since these requirements are frequently overlooked by core courses submitting revisions. This should help to make the workflow a bit more efficient during the core redesign process.
 - Estelle Baker asked if there was any way to have easier access to CIM forms. Candace Griffith said access is controlled by the registrar's office and that departments can request access for those who need it. Permissions can be set to allow read only. Finbarr Curtis stated that typically only those who need to take action on curriculum proposals have access to CIM. Delena Gatch said she would be willing to have some conversations to find out what the possibilities are for granting better access.
- iii. Barb King asked if the GECC will be charged with making decisions regarding the institutional options in the core redesign. Delena Gatch replied that she was under the assumption that that responsibility would fall to the GECC.

- iv. Barb King asked if there were plans in place to teach out the current core curriculum. Candace Griffith said she had not heard of any plans at this time, but that she was sure all measures to support student success would be taken.
- v. Candace Griffith stated that this redesign is an opportunity to think outside the box to address the needs of students. Delena Gatch said that the committee will have a role in communicating these intentions to the institution. Finbarr Curtis said that an emphasis should be placed on getting a lot of feedback from departments and that assessment data could be a critical part of any pitch from a department for a course going into the redesigned core. Suzy Carpenter asked if we would hold forums for faculty to discuss the core. Finbarr and Delena agreed that that was an excellent suggestion and that it was something that would need to take place very early in the fall semester. OIE could handle the logistics of scheduling the forums for the committee.
- vi. Delena Gatch stated that it is essential to continue assessing our current core curriculum even as we approach the redesign. We will have a reaffirmation of accreditation with SACSCOC in 2025, and we are required to show three years of data at that time. This data collection period begins in 2020-2021. OIE recommends that core courses report on the current curriculum in fall 2020 and fall 2021. Reporting will be suspended in 2021-2022 and we will request core courses to submit assessment plans, similar to the model we followed post-consolidation. In 2022-2023, we will collect data based on the revised core, which will meet the three year data requirement. Candace Griffith added that this would fit the timeline since the self-study report will be submitted to SACSCOC in September 2024. Finbarr Curtis added that continuing to submit quality assessment documents would work favorably for those wishing to keep courses in the core. Donna Brooks reminded the committee that some courses currently in the core will remain; Delena Gatch replied that those courses can continue to report throughout the transition period.

XI. Announcements

A. Reminder – meeting details for Spring 2020

- i. The final GECC meeting will take place on April 24th.

B. Reminder – Academic Assessment: Support for Next Steps roundtable discussions offered by OIE

- i. The final Academic Assessment Support for Next Steps roundtable discussion will take place on April 6 from 3-4:30 p.m.

XII. ADJOURNMENT

The meeting was adjourned on March, 2020 at 1:53 p.m.

Respectfully submitted,

Jaime O'Connor, Recording Coordinator

Minutes were approved March 23, 2020 by electronic vote of Committee Members

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – March 12, 2020

Present: Dr. Chris Kadlec, CEC; Dr. Marcel Ilie, CEC; Dr. Jennifer Kowalewski, CAH; Dr. Richard Flynn, CAH; Dr. Nicholas Holtzman, CBSS; Dr. Chad Posick, CBSS; Dr. Chuck Harter, Parker COB; Dr.

Constantin Ogloblin, Parker COB; Dr. Kristen Dickens, COE; Dr. Alma Stevenson, COE; Dr. Sarah Zingales, COSM; Dr. Andrew Hansen, JPHCOPH; Dr. Jessica Schwind, JPHCOPH; Dr. Gina Crabb, WCHP; Dr. Linda Tuck, WCHP; Ms. Nikki Cannon-Rech, Univ. Libraries; Ms. Natalie Logue, [Alternate] Library

Guests: Ms. Candace Griffith, VPAA; Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Ms. Randi Sykora, COGS; Mr. Wayne Smith, Registrar's Office; Ms. Doris Mack, Registrar's Office; Ms. Tiffany Hedrick, Registrar's Office; Ms. Maggie Kuhn, GSO Representative; Dr. Deborah Thomas, COE; Dr. David Williams, CEC; Dr. Stephen Rossi, WCHP; Dr. Rand Ressler, Parker COB; Dr. John Kraft, CBSS; Dr. Robert Vogel, JPHCOPH; Mr. Norton Pease, CAH; Dr. Robert Yarbrough, COSM; Dr.

Checo Colon-Gaud, COSM; Dr. Delana Bell Gatch, OIE; Dr. Trent Davis, CBSS

Absent: Dr. Shijun Zheng, COSM; Ms. Caroline Hopkinson, Univ. Libraries

I. CALL TO ORDER

Dr. Jennifer Kowalewski called the meeting to order on Thursday, March 12, 2020 at 9:00 AM.

II. APPROVAL OF AGENDA

Dr. Kowalewski stated there was a request to revise the agenda by moving the Registrar's Update to follow after the Chair's Update. Dr. Chris Kadlec made a motion to revise the agenda. A second was made by Dr. Andrew Hansen and the motion to revise the agenda was passed.

III. CHAIR'S UPDATE – No Chair's Update was provided.

IV. REGISTRAR'S UPDATE

Mr. Wayne Smith stated the Registrar's Office is working on the 2020-2021 catalog. He said March 23 is the deadline for front matter. He reminded everyone that the deadline to submit items for the April Graduate Committee meeting is March 19, and March 24 is the deadline for the April Undergraduate Committee meeting. The Registrar's Office is hosting training sessions for schedulers who schedule classes. Two training sessions will be held on the Statesboro campus tomorrow and two training sessions will be held on the Armstrong campus on the following Friday.

The Registrar's Office has been working with Ms. Candace Griffith and Dr. Delana Bell Gatch. Mr. Smith said they are working on a template for CIM users. The template will include information and directions regarding program pages.

A handout was distributed outlining curriculum items that have not been updated in CIM. Mr. Smith stated colleges need to correct these items in CIM and submit them for the April meetings. Ms. Doris Mack explained that the Registrar's Office reviewed all pages in the catalog and identified courses that had issues. Some courses on the list are inactive but are still listed in the system as a prerequisite or cross-listing. She said these changes need to be submitted for the April meetings so that the revisions are included in the 2020-2021 catalog. Ms. Mack stated they think the problem stems from users not utilizing the ecosystem in CIM. She asked people to be mindful of the FYI emails they receive from CIM after they submit course or program changes because CIM will send notifications of items that need to be addressed. Dr. John Kraft asked if this is the same handout that was distributed during the Undergraduate Committee meeting and Ms. Mack said yes. Mr. Smith stated all Associate Deans have been provided this information. Mr. Smith said the Registrar's Office will begin having CIM trainings with the different colleges. They will also plan to have training available for the new committees in August.

The handout distributed by the Registrar's Office is below.

WCHP Catalog Page Corrections

CSDS Communication Disorders:

CSDS 2003 lists **CSBS 1002** as a prerequisite, but **CSBS 1002** is not an active course.

HITC Health Informatics:

HITC 4100 lists **MATH 2200** as a prerequisite, but **MATH 2200** is not an active course.

HLPR Health Professions:

1. **HLPR 1200** lists **HLPT 1200L** as cross-listed, but **HLPT 1200L** is not an active course.
2. **HLPR 2000** lists **MATH 1161** as a prerequisite, but **MATH 1161** is not an active course.
3. **HLPR 2000** lists **MATH 2072** as a prerequisite, but **MATH 2072** is not an active course.
4. **HLPR 2000** lists **MATH 2200** as a prerequisite, but **MATH 2200** is not an active course.

KINS Kinesiology:

1. **KINS 1090** lists **KINS 1090S** as cross-listed, but **KINS 1090S** is not an active course.
2. **KINS 1213** lists **KINS 1213S** as cross-listed, but **KINS 1213S** is not an active course.
3. **KINS 4332** lists **PHYS 1112** as a prerequisite, but **PHYS 1112** is not an active course.
4. **KINS 4334** lists **CHEM 1146 & CHEM 1146H** as prerequisites, but **CHEM 1146 & CHEM 1146H** are not active courses.
5. **KINS 4441** lists **KINS 4430** as a prerequisite, but **KINS 4430** is not an active course.

RADS Radiologic Sciences:

1. **RADS 3090** lists **MATH 1161** as a prerequisite, but **MATH 1161** is not an active course.
2. **RADS 4800** lists **MATH 2200** as a prerequisite, but **MATH 2200** is not an active course.

RHAB Rehabilitation Sciences:

RHAB 4000 lists **MATH 2200** as a prerequisite, but **MATH 2200** is not an active course.

NTFC Nutrition and Food Science:

NTFS 3537 lists **CHEM 3342** as a prerequisite, but **CHEM 3342** is not an active course.

NURS Nursing:

NURS 7710 cross lists **NURS 7133**, but **NURS 7133** is not an active course.

COSM Catalog Page Corrections

BCHM Biochemistry:

BCHM 3100 references **BCHM 3301** in the course description, however, **BCHM 3301** is no longer an active course.

CHEM Chemistry:

1. **CHEM 1010** lists **MATH 1161** and **MATH 2072** as prerequisites, but **MATH 1161** and **MATH 2072** are no

longer active courses.

2. CHEM 1211 lists **MATH 1114** as a prerequisite, but **MATH 1114** is not an active course.

3. CHEM 3300 lists **CHEM 3300L** as a corequisite, but **CHEM 3300L** is not an active course.

GEOL Geology:

GEOL 5090G lists **GEOG 3542** as a prerequisite, but **GEOG 3542** is not an active course.

MATH Mathematics:

1. **MATH 5230** lists **MATH 3130** as a prerequisite, but **MATH 3130** is not an active course.
2. **MATH 5230G** lists **MATH 3130** as a prerequisite, but **MATH 3130** is not an active course.

Applied Physical Science MSAPS (Professional Science Master):

1. *Environmental Science Concentration:* **MKTG 7431 & BUSA 7530 & MGNT 7330** in Core Requirements are not active courses.
2. *Pharmaceutical Science Concentration:* **MKTG 7431 & BUSA 7530 & MGNT 7330** in Core Requirements are not active courses.
3. *Material and Coatings Science Concentration:* **MKTG 7431 & BUSA 7530 & MGNT 7330** in Core Requirements are not active courses.

PCOB Catalog Page Corrections

CISM Computer Information Systems:

1. **CISM 4237** lists **CISM 4237H** as a corequisite, but **CISM 4237H** is no longer active.
2. **CISM 7331** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is no longer active.
3. **CISM 7332** also lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is no longer active.
4. **CISM 7333** also lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is no longer active.
5. **CISM 7334** also lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is no longer active.
6. **CISM 7335** recommends **CISM 7330** as a prerequisite, but **CISM 7330** is not active.
7. **CISM 7336** also recommends **CISM 7330** as a prerequisite, but **CISM 7330** is not active.
8. **CISM 7431** also lists **CISM 7330** as a prerequisite, but **CISM 7330** is no longer active.

ECON Economics:

ECON 5131 lists **ECON 5131G** as a corequisite, but **ECON 5131G** is not an active course.

FINC Finance:

1. **FINC 7233** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
2. **FINC 7334** lists **FINC 7231** as a prerequisite, but **FINC 7231** is not an active course.

LOGT Log/Intermodal Transport:

LOGT 7432 lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.

MGNT Management:

1. **MGNT 6630** references **MGNT 7331**, but **MGNT 7331** is not an active course.
2. **MGNT 7332** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
3. **MGNT 7333** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
4. **MGNT 7334** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
5. **MGNT 7335** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
6. **MGNT 7336** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
7. **MGNT 7338** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.

MKTG Marketing:

MKTG 7830 lists **MKTG 7331** as a prerequisite, but **MKTG 7331** is not an active course.

Business Administration MBA:

ACCT 7230 & BUSA 7530 & CISM 7330 & FINC 7231 & MGNT 7330 & MGNT 7331 & MGNT 7430 & MKTG 7431 are all listed under MBA requirements but none of these courses are active.

Business Administration PhD (Logistics and Supply Chain Management):

CISM 7330 & MGNT 7331 & MGNT 7430 & MKTG 7431 are all listed under prerequisites but none of these courses are active.

COE Catalog Page Corrections

EEXE Exceptional Education:

1. **EEXE 7031** lists **CEUG 3072** as a prerequisite, but **CEUG 3072** is not an active course.
2. **EEXE 7401** lists **EELE 7150** as a prerequisite, but **EELE 7150** is not an active course.

ELEM Elementary Education:

1. **ELEM 5799** cross-lists **ELEM 5799G**, but **ELEM 5799G** is not an active course.
2. **ELEM 7530** lists **ECED 7132** as a prerequisite, but **ECED 7132** is not an active course.

ESED Element - Secondary Education:

1. **ESED 4799** lists **ECED 5799** as a prerequisite, but **ECED 5799** is not an active course.
2. **ESED 4799** lists **ESED 5799** as a prerequisite, but **ESED 5799** is not an active course.
3. **ESED 5799G** lists **ESED 5799** as a prerequisite, but **ESED 5799** is not an active course.
4. **ESED 6798** lists **MGED 6131** as a prerequisite, but **MGED 6131** is not an active course.
5. **ESED 9131** lists **ESED 9131 & ESED 9233** as prerequisites, but **ESED 9131 & ESED 9233** are not active courses.
6. **ESED 9132** also lists **ESED 9131 & ESED 9233** as prerequisites, but **ESED 9131 & ESED 9233** are not active courses.
7. **ESED 9631** also lists **ESED 9131 & ESED 9233** as prerequisites, but **ESED 9131 & ESED 9233** are not active courses.
8. **ESED 9799** also lists **ESED 9131 & ESED 9233** as prerequisites, but **ESED 9131 & ESED 9233** are not active courses.

FREC Early Childhood:

FREC 7232 lists **ECED 7232** as a prerequisite, but **ECED 7232** is not an active course.

SCED Secondary Education:

SCED 3437 lists **SCED 4731** as a prerequisite, but **SCED 4731** is not an active course.

SPED Special Education:

SPED 5799 cross-lists **SPED 5799G**, but **SPED 5799G** is not an active course.

TCLD Teach Cult Ling Div Stdnt:

TCLD 4235 lists **KINS 4430** as a prerequisite, but **KINS 4430** is not an active course.

Higher Education Administration MEd:

EDLD 8537 is (red boxed) an inactive course.

Teaching MAT (Concentration in Secondary Education Grades 6-12):

MSED 6738 & MSED 6799 are (red boxed) inactive courses.

CEC Catalog Page Corrections

CSCI Computer Science:

CSCI 5530 lists **CSCI 5432** as a prerequisite, but **CSCI 5432** is no longer an active course.

TCM Construction Management:

1. **TCM 2234** lists **PHYS 1111 & PHYS 2211** as prerequisites, but **PHYS 1111 & PHYS 2211** are not active courses.
2. **TCM 2235** lists **PHYS 1111 & PHYS 2211** as prerequisites, but **PHYS 1111 & PHYS 2211** are not active courses.
3. **TCM 3330** lists **TCM 2240** as a prerequisite, but **TCM 2240** is not an active course.
4. **TCM 3332** cross-lists **TCM 3332S**, but **TCM 3332S** is not an active course.
5. **TCM 5433G** lists **STAT 2231** as a prerequisite, but **STAT 2231** is not an active course.

Applied Engineering MSAE (Concentration in Civil Engineering & Construction) (Non-Thesis):

FINC 7231 & ACCT 7230 in Core Requirements are not active courses.

Applied Engineering MSAE (Concentration in Civil Engineering & Construction) (Thesis):

FINC 7231 & ACCT 7230 in Core Requirements are not active courses.

Applied Engineering MSAE (Concentration in Information Technology) (Non-Thesis):

CISM 7330 in Core Requirements is not an active course.

Applied Engineering MSAE (Concentration in Information Technology) (Thesis):

CISM 7330 in Core Requirements is not an active course.

Engineering and Manufacturing Management Certificate:

MGNT 7430 in Restricted Electives is not an active course.

CAH Catalog Page Corrections

AAST Africana Studies:

AAST 4890 lists YORU 3000 as a prerequisite, but YORU 3000 *does not exist* as a course.

ARTS Art:

1. **ARTS 3230** lists **ARTS 2110** as a prerequisite, but **ARTS 2110** is not an active course.
2. **ARTS 3340** lists **ARTS 3310** as a prerequisite, but **ARTS 3310** is not an active course.
3. **ARTS 3750** lists **ARHS 2720** as a prerequisite, but **ARHS 2720** is not an active course.

COMS Communication Studies:

COMS 5030G lists **COMS 5030** as a cross-listed course, but **COMS 5030** is not an active course.

GNST Gender Studies:

1. **GNST 5600G** lists **SOCI 5600G** as a cross-listed course, but **SOCI 5600G** is not active.
2. **GNST 5700G** lists **POLS 5700G** as a cross-listed course, but **POLS 5700G** is not active.

HIST History:

1. **HIST 3030** lists **LAST 3030** as a cross-listed course, but **LAST 3030** is not active.
2. **HIST 5240** lists **WGST 5240** as a cross-listed course, but **WGST 5240** is not active.
3. **HIST 5240** lists **WGST 5240G** as a cross-listed course, but **WGST 5240G** is not active.
4. **HIST 5240G** lists **WGST 5240G** as a cross-listed course, but **WGST 5240G** is not active.
5. **HIST 5533** lists **INTS 5533** as a cross-listed course, but **INTS 5533** is not active.
6. **HIST 5533G** lists **INTS 5533** as a cross-listed course, but **INTS 5533** is not active.
7. **HIST 7831** references **HIST 7831S**, but **HIST 7831S** is not an active course.

MMFP Multimedia Film & Prod:

MMFP 4331 lists **MMJ 3231** as a prerequisite, but **MMJ 3231** is not active.

English MA (Thesis):

ENGL 7131 (red boxed) is not an active course.

Multimedia Journalism BS:

MMFP 4337 (red boxed) under Major Electives is not an active course.

Theater BA:

MMFP 4135 & MMFP 4337 (red boxed) under Major Requirements are not active courses.

Digital Humanities Interdisciplinary Minor:

FILM 3100 & MMFP 4337 (red boxed) are not active courses.

Latin American Studies Interdisciplinary Concentration:

SPAN 3200 (red boxed) is not an active course.

CBSS Catalog Page Corrections

CRJU Criminal Justice:

CRJU 3150 lists **CRJU 1010** as a prerequisite, but **CRJU 1010** is not an active course.

FMAD Fash Merchan/Apparel Design:

FMAD 4236 lists **FMAD 3231** as a prerequisite, but **FMAD 3231** is not an active course.

INTS International Studies:

1. **INTS 5195** lists **INTS 5195S** as cross-listed, but **INTS 5195S** is not an active course.

2. INTS 5533G lists **INTS 5533** as cross-listed, but **INTS 5533** is not an active course.

POLS Political Science:

1. POLS 4490 lists **POLS 2100 & POLS 2200 & POLS 2290** as prerequisites, but **POLS 2100 & POLS 2200 & POLS 2290** are not active.

2. **POLS 5634** lists **POLS 2101 & POLS 2130** as prerequisites, but **POLS 2101 & POLS 2130** are not active.
3. **POLS 5634** cross-lists **INTS 5634G**, but **INTS 5634G** is not active.
4. **POLS 5634G** also cross-lists **INTS 5634G**, but **INTS 5634G** is not active.

PSYC Psychology:

1. **PSYC 5030G** cross-lists **PSYC 5030**, but **PSYC 5030** is not active.
2. **PSYC 5232G** cross-lists **PSYC 5232**, but **PSYC 5232** is not active.
3. **PSYC 5431G** cross-lists **PSYC 5431**, but **PSYC 5431** is not active.

The Nonprofit Management Minor has **NMLI 3631** listed on this program page. Before going to the committee this number was changed from **3631** to **2231**. Please update the program page and remove **NMLI 3631** and replace it with **NMLI 2231**.

The Public Administration Minor has **NMLI 3631** listed on this program page. Before going to the committee this number was changed from **3631** to **2231**. Please update the program page and remove **NMLI 3631** and replace it with **NMLI 2231**.

Child and Family Development BS (Concentration in Child Life):

Under the major requirements area, **NURS 4143** is cross-listed with HLPR 2130, but **NURS 4143** is no longer an active course.

Law and Society BA:

Under the Area F: **CRJU 1130** is listed but it is no longer an active course.

Under Major Requirements: **POLS 3150** is listed but is no longer an active course.

Nonprofit Management Major:

NMLI 3631 is listed but is not an actual course (listed in explanation and course list) - the number was changed from **3631** to **2231**. Please update the program page and remove **NMLI 3631** and replace it with **NMLI 2231**.

Public Administration Major:

NMLI 3631 is listed but is not an actual course - the number was changed from **3631** to **2231**. Please update the program page and remove **NMLI 3631** and replace it with **NMLI 2231**.

V. DEAN'S UPDATE

Dr. Ashley Walker shared the following updates:

- The Electronic Thesis and Dissertation (ETD) template revisions that were approved by the Graduate Committee during the January 23, 2020 meeting have been approved by Faculty Senate. The changes are effective Spring 2020. The ETD template on the COGS website will be updated to reflect revisions.
- The last submission deadline for spring GSO travel and research grants is April 1, at 5 PM. Please encourage your students to apply.
- The final Graduate Writer's Boot Camp this semester will be held on Saturday, April 4. COGS will be sending email reminders to graduate students related to these events. Please encourage your students to attend.
- Beginning Friday, March 13th, at 8:00 AM, the DegreeWorks degree audit system will be inaccessible for students, faculty and staff. This upgrade window will conclude at 8:00 AM on Monday, March 23rd. If you have any questions, please contact Randi Sykora, rsykoramccurdy@georgiasouthern.edu, in COGS. Ms. Sykora said the Registrar's Office will be hosting training in a couple of weeks and to let her know if anyone needs

additional training.

- COGS will be migrating to a new application system within the next year. The application system is Slate, and Graduate Admissions is working with IT to implement the new system. Mrs. Megan Murray is working on this project. She may be reaching out to the Program Directors and Associate

Deans to ensure communication plans and admission requirements are correct. In fall 2020 Graduate Admissions will be utilizing both ApplyYourself (AY) and Slate for programs who admit multiple terms. COGS will continue using AY until the end of December, and the spring and summer 2021 applications will be admitted in Slate. COGS will be hosting training once implementation is complete. COGS hopes to have this project done by the end of July.

VI. NEW BUSINESS

A. Waters College of Health Professions

Dr. Stephen Rossi presented the agenda item for the Waters College of Health Professions.

Department of Health Sciences and Kinesiology

New Course:

[GERO 5530G: Health Care Policy for Older Adults](#)

JUSTIFICATION:

GERO 5530G is a new course being developed and added to the Graduate Gerontology Certificate Program coursework as an elective option to better expose students to health care policy that applies to the aging population.

MOTION: Dr. Chris Kadlec made a motion to approve the agenda item submitted by the Waters College of Health Professions. A second was made by Dr. Constantin Ogloblin, and the motion to approve the New Course was passed.

Ms. Candace Griffith asked if the college will be submitting the revised program page for the certificate, and Dr. Rossi confirmed the item will be submitted for the April meeting.

B. College of Science and Mathematics

Dr. Checo Colon-Gaud presented the agenda item for the Department of Biology.

Dr. Robert Yarbrough presented the agenda items for the Department of Geology & Geography.

Department of Biology

Revised Program:

[MS-BIOL: Biology M.S. \(Thesis\)](#)

JUSTIFICATION:

This revision corrects the program to match current practice (It had always been intended that MS Thesis students complete a minimum of two BIOL 7610 Graduate Seminar courses in their plan of study, same as required for the Non-Thesis MS students).

Note: CIM would not allow listing the course twice (w/out using a comment box) so Registrar assistance may be needed to have the second BIOL 7610 list identical to first

The rest of the edits were just "house keeping" to group requirements more logically, remove footnotes with no text, etc (not changes to any requirements).

This program will be offered at the following campus(es): Armstrong and Statesboro

This program will not be offered on the following campus(es): Liberty

MOTION: Dr. Richard Flynn made a motion to approve the agenda item submitted by the Department of Biology. A second was made by Dr. Chad Posick, and the motion to approve the Revised Program was passed.

Department of Geology & GeographyRevised Courses:[GEOG 5532G: Tourism Geographies](#)*JUSTIFICATION:*

This proposal is only to add "asynchronous instruction" to the schedule type options, to allow for online instruction (this is the "matching" proposal to accompany the GEOG 5532 course revision submitted to the Undergraduate Committee).

[GEOL 5230G: Earth Science](#)*JUSTIFICATION:*

This is the matching submission for the cross-listed GEOG 5230. This course is listed as having a lab component, but it does not have one. This request fixes this issue. The schedule type also had to be

cleaned up to match (removed the lab schedule types), while also adding asynchronous to allow for online instruction of the course (the G&G Dept has multiple faculty trained and experienced in the online course instruction). The course description was also updated to match the current teachings in the subject.

MOTION: Dr. Kristen Dickens made a motion to approve the agenda items submitted by the Department of Geology and Geography. A second was made by Dr. Hansen, and the motion to approve the Revised Courses was passed.

C. College of Behavioral and Social Sciences

Dr. Trent Davis presented the agenda items for the College of Behavioral and Social Sciences.

Department of Public and Nonprofit Studies

Revised Courses:

[NMLI 7339: Community Development](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

[NMLI 7432: Nonprofit Administration](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

[NMLI 7652: Board Governance and Executive Leadership](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

[NMLI 7653: Foundations of the Nonprofit Sector](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and

graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

[NMLI 7654: Strategic Management](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

NMLI 7655: Resource Development and Grant Writing

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

NMLI 7656: International Non-Governmental Organizations

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

Registrar's Note: Abbreviated title checked in course changes field due to removal of special character.

NMLI 7657: Theory and Practice of Philanthropy

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

MOTION: Dr. Kadlec made a motion to approve the agenda items submitted by the College of Behavioral and Social Sciences. A second was made by Dr. Alma Stevenson, and the motion to approve the Revised Courses was passed.

Dr. Rand Ressler stated Dean Allen Amason had voiced some objection to the use of the term management. He said management is a business discipline and the Parker College of Business has classes in strategic management. Dr. Ressler said Dr. Amason suggested that administration be substituted for the word management in course titles and course descriptions. Dr. Davis said these are existing course that have been offered for years. Dr. Kraft stated he received the email from Dr. Amason

and he interpreted it has a friendly suggestion and not an objection. Dr. Kraft said they noted it and discussed it and decided they were good with using the term management. Dr. Ressler asked if Dr. Kraft informed Dr. Amason of their decision to use management and Dr. Kraft said yes.

With one opposed, the motion carried to approve the Revised Courses.

D. College of Arts and Humanities

Mr. Norton Pease presented the agenda items for the College of Arts and Humanities.

Department of Writing and Linguistics

Revised Courses:

[LING 5530G: Sociolinguistics](#)

JUSTIFICATION:

We need to teach this course as hybrid and online that the course can serve both undergraduate students and online TESOL graduate students across all campuses.

[WRIT 5130G: Modern English Grammar](#)

JUSTIFICATION:

We need to drop the "ENGL 1102 with a C or better" prerequisite. The graduate section of this course ended up with the undergraduate prerequisite of ENGL 1102 during consolidation. To alleviate the extra work of overriding the prerequisites that graduate advisors have been doing and to make the prerequisites parallel across the W&L major and like other graduate courses in the College of Arts and Humanities, we want to remove the prerequisite. The prerequisite creates a barrier for graduate students whose transcripts come from outside the USG and create a burden for advisors and faculty who must help students register for the courses.

Registrar's Note: Updated Course Changes field according to CIM form revisions.

[WRIT 5231G: Advanced Screenwriting](#)

JUSTIFICATION:

The graduate section of this course ended up with the undergraduate prerequisite during consolidation. To alleviate the extra work of overriding the prerequisites that graduate advisors have been doing and to make the prerequisites parallel across the W&L major and like other graduate courses in the College of Arts and Humanities, we want to remove the prerequisite. The prerequisite creates a barrier for graduate students whose transcripts come from outside the USG and create a burden for advisors and faculty who must help students register for the courses. This course will be offered to the Statesboro and Armstrong Campuses. The change of Schedule Type to allow asynchronous instruction will allow us to reach more students across campuses and make more efficient use of faculty effort.

Registrar's Note: Course Changes field has been updated according to CIM form revisions.

[WRIT 5340G: History of English Language](#)

JUSTIFICATION:

We need to drop the "ENGL 1102 with a C or better" prerequisite. The graduate section of this course ended up with the undergraduate prerequisite of ENGL 1102 during consolidation. To alleviate the extra work of overriding the prerequisites that graduate advisors have been doing and to make the prerequisites parallel across the W&L major and like other graduate courses in the College of Arts and Humanities, we want to remove the prerequisite. The prerequisite creates a barrier for graduate students whose transcripts come from outside the USG and create a burden for advisors and faculty who must help students register for the courses.

Registrar's Note: Course Changes field has been updated according to CIM form revisions.

[WRIT 5430G: Advanced Poetry Writing](#)

JUSTIFICATION:

The graduate section of this course ended up with the undergraduate prerequisite during consolidation. To alleviate the extra work of overriding the prerequisites that graduate advisors have been doing and to make the prerequisites parallel across the W&L major and like other graduate courses in the College of Arts and Humanities, we want to remove the prerequisite. The prerequisite creates a barrier for graduate students whose transcripts come from outside the USG and create a burden for advisors and faculty who must help students register for the courses. This course will be offered to the Statesboro and Armstrong Campuses.

Registrar's Note: Course Changes field has been updated according to CIM form revisions.

[WRIT 5530G: Sociolinguistics](#)

JUSTIFICATION:

We want to do the schedule change to allow asynchronous instruction (hybrid and online) so that the course can serve both undergraduate students and online TESOL graduate students.

We need to drop the "ENGL 1102 with a C or better" prerequisite. The graduate section of this course ended up with the undergraduate prerequisite of ENGL 1102 during consolidation. To alleviate the extra work of overriding the prerequisites that graduate advisors have been doing and to make the prerequisites parallel across the W&L major and like other graduate courses in the College of Arts and Humanities, we want to remove the prerequisite. The prerequisite creates a barrier for graduate students whose transcripts come from outside the USG and create a burden for advisors and faculty who must help students register for the courses.

This course will serve students across all three campuses.

Registrar's Note: Course Changes field has been updated according to CIM form revisions.

[WRIT 5531G: Advanced Creative Nonfiction Writing](#)

JUSTIFICATION:

The graduate section of this course ended up with the undergraduate prerequisite during consolidation. To alleviate the extra work of overriding the prerequisites that graduate advisors have been doing and to make the prerequisites parallel across the W&L major and like other graduate courses in the College of Arts and Humanities, we want to remove the prerequisite. The prerequisite creates a barrier for graduate students whose transcripts come from outside the USG and create a burden for advisors and faculty who must help students register for the courses. This course will be offered to the Statesboro and Armstrong Campuses.

Registrar's Note: Course Changes field has been updated according to CIM form revisions.

[WRIT 5540G: Plain Language in Workplace Writing](#)

JUSTIFICATION:

The graduate section of this course ended up with the undergraduate prerequisite during consolidation. To alleviate the extra work of overriding the prerequisites that graduate advisors have been doing and to make the prerequisites parallel across the W&L major and like other graduate courses in the College of Arts and Humanities, we want to remove the prerequisite. The prerequisite creates a barrier for graduate students whose transcripts come from outside the USG and create a burden for advisors and faculty who must help students register for the courses. This course will be offered to the Statesboro and Armstrong Campuses.

Registrar's Note: Course Changes field has been updated according to CIM form revisions.

[WRIT 5560G: Advanced Fiction Writing](#)

JUSTIFICATION:

The graduate section of this course ended up with the undergraduate prerequisite during consolidation. To alleviate the extra work of overriding the prerequisites that graduate advisors have been doing and to make the prerequisites parallel across the W&L major and like other graduate courses in the College of Arts and Humanities, we want to remove the prerequisite. The prerequisite creates a barrier for graduate students whose transcripts come from outside the USG and create a burden for advisors and faculty who must help students register for the courses. This course will be offered to the Statesboro and Armstrong Campuses.

Registrar's Note: Course Changes field has been updated according to CIM form revisions.

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the College of Arts and Humanities. A second was made by Dr. Posick, and the motion to approve the Revised Courses was passed.

E. College of Engineering and Computing

Dr. David Williams presented the agenda items for the College of Engineering and Computing.

Department of Civil Engineering and Construction

Revised Courses:

[CENG 5138G: Water and Sanitation for International Development](#)

JUSTIFICATION:

Change in prerequisite enables students from other majors (with appropriate coursework) to take the course

[CENG 5331G: Advanced Structural Analysis](#)

JUSTIFICATION:

CENG 1731 replaces ENGR 1731 (providing program-specific content), MATH 2160 added since course uses linear algebra. Variable credit and contact hours provides more scheduling options such as ease of scheduling multiple lab sections.

[CENG 5438G: Surveying-Geomatics Professional Practice](#)

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & CENG 5431 Advanced Surveying & CENG 5434 Surveying History and Law and provides knowledge & skill for Subdivision design applications. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void. Also, this course is a required course for application for licensure as a Land Surveyor in Training and ultimately as a Professional Surveyor in the State of Georgia.

[TCM 5330G: Green Building and Sustainable Construction](#)

JUSTIFICATION:

Students with senior status have completed the required freshman and sophomore level courses

[TCM 5333G: Building Information Modeling](#)

JUSTIFICATION:

Content within the Civil Engineering finance course (CENG 3135) also provides the necessary prerequisite knowledge. Variable credit and contact hours provides more scheduling options such as ease of scheduling multiple lab sections.

[TCM 5431G: Construction Cost Estimating](#)

JUSTIFICATION:

Content within the Civil Engineering finance course (CENG 3135) also provides the necessary prerequisite knowledge. Variable credit and contact hours provides more scheduling options such as ease of scheduling multiple lab sections.

[TCM 5433G: Project Planning and Scheduling](#)

JUSTIFICATION:

Course number changed from STAT 2231 to STAT 1401 to make course number uniform across all USG institutions. Content covered in BUSA 3131 does not directly correlate with content from this course.

Registrar's Note: Checked abbreviated title in course changes field to reflect removal of special characters.

MOTION: Dr. Kadlec made a motion to approve the agenda items submitted by the Department of Civil Engineering and Construction. A second was made by Dr. Ogloblin, and the motion to approve the Revised Courses was passed.

Dr. Flynn asked for clarification of the courses mentioned as prerequisites that are undergraduate courses. Dr. Williams explained the degree requirement for an MSCE is that you must have a civil engineering undergraduate degree. Dr. Flynn asked if they would transfer equivalent courses if the undergraduate degree was obtained at another institution, and Dr. Williams said yes.

Department of Electrical and Computing Engineering

Revised Course:

[EENG 7999: Thesis](#)

JUSTIFICATION:

With a normal grading mode, the faculty couldn't assign a satisfactory grade which is the type of grade used for thesis credits. Therefore, this change is to address this issue. Added course outcomes.

Registrar's Note: "Graduate student standing" was removed as a prerequisite after discussing the inherent restrictions for graduate level courses with Dr. Williams.

MOTION: Dr. Kadlec made a motion to approve the agenda item submitted by the Department of Electronical and Computing Engineering. A second was made by Dr. Nicholas Holtzman, and the motion to approve the Revised Course was passed.

Department of Manufacturing Engineering

New Courses:

[MFGE 5133G: Advanced Engineering Project Management](#)

JUSTIFICATION:

Currently, there is not a course that covers these topics in the MFG curriculum.

[MFGE 5134G: Reliability Engineering](#)

JUSTIFICATION:

Currently, there is not a course that covers these topics in the MFG curriculum.

[MFGE 5335G: Machine Vision](#)

JUSTIFICATION:

Currently, there is not a course that covers these topics in the MFG curriculum.

[MFGE 5336G: Smart and Sustainable Manufacturing](#)

JUSTIFICATION:

With recent advancement in manufacturing technologies such as additive manufacturing, as well as wireless communication and data sciences, it is crucial that the next generation of students in all engineering disciplines and specifically in manufacturing engineering, acquire adequate knowledge on the 4th industrial revolution happening at this era.

[MFGE 5533G: Heat Treatment and Microstructure of Metal](#)

JUSTIFICATION:

Currently, there is not a course that covers these topics in the MFG curriculum.

[MFGE 5538G: Nondestructive Testing and Evaluation Techniques](#)

JUSTIFICATION:

Quality inspection and material evaluation is an important part of any manufacturing processes. Students in manufacturing engineering need to learn about the qualification process of the parts, and be able to have related considerations in design, manufacturing, and operation stages as well.

MOTION: Dr. Kadlec made a motion to approve the agenda items submitted by the Department of Manufacturing Engineering. A second was made by Dr. Dickens, and the motion to approve the New Courses was passed.

F. College of Education

Dr. Deborah Thomas presented the agenda items for the College of Education.

Department of Leadership, Technology, and Human Development

Revised Course:

[EDLD 8537: Globalization and Higher Education](#)

JUSTIFICATION:

This course was formerly only a course for Tier 2 higher education doctoral students. When we redesigned the program several years ago, the course was removed from the program of study in favor of another course suitable for both higher education and P-12 doctoral students (Transformative Leadership Practices II). We would like bring the course back for higher education Tier 1 doctoral students and also open it up as an elective for our M.Ed. students in the higher education administration program. An understanding of globalization and internationalization within higher education is imperative for today's

higher education leaders. This revision would be made to change the course number (from 9000 to 8000) and academic level make it open to students at the Masters and Doctoral levels. It does not impact any other area, as it is an existing course for higher education administration students.

MOTION: Dr. Dickens made a motion to approve the Revised Course submitted by the Department of Leadership, Technology, and Human Development. A second was made by Dr. Hansen, and the motion to approve the Revised Course was passed.

New Program:

: [Higher Education Administration M.Ed. \(Online\)](#)

JUSTIFICATION:

The EDLD faculty are in the process of creating a fully online track of the MED HIED program to go along with the current hybrid program. The MED HIED program has operated as an online program for years, but is coded as hybrid to allow us to have graduate students in our program in various areas of student affairs on the Statesboro and Armstrong campuses be able to take a few face-to-face courses. The problem with a hybrid coding is that it limits our ability to recruit students out of state. A fully online program would have a set e-tuition fee that is much more enticing for students outside of Georgia and for our fully employed student base.

Conversely, we still wish to keep a hybrid version of our program, as we are working to grow our on campus presence and provide those students that wish to hold assistantships and get their practical experiences here (and in Savannah), or those who desire to have periodic face-to-face courses with our EDLD faculty.

The creation of a fully online MED HIED program will allow us to expand our presence in both the online and hybrid areas. So essentially we will have two programs, the current hybrid one that offers a few face-to-face EDLD courses (which would primarily cater to approximately 40 students who are primarily Graduate Assistants), and a new fully online program to allow students who do not live in Georgia to attend at a reasonable rate.

In addition, we would like to add an existing course as an elective (specialized content) course. This course is currently listed as EDLD 9533: Globalization in Higher Education. A course revision is simultaneously being submitted to change the course number (EDLD 8537) and academic level to allow M.Ed. Higher Education Administration and Tier 1 Higher Education doctoral students to take the course. This change will not impact any other areas, as it is an existing course that was for higher education students.

MOTION: Dr. Kadlec made a motion to approve the New Program submitted by the Department of Leadership, Technology, and Human Development. A second was made by Dr. Stevenson, and the motion to approve the New Program was passed.

Revised Programs:

[CERG-INSTECH: Instructional Technology Certificate Program \(Online\)](#)

JUSTIFICATION:

We have updated the catalog pages to be aligned with the GaPSC requirements and streamlined the language so that it is aligned with the language used by other programs in the COE and our other degree offerings.

[CERG-SCHLIB: School Library Media Certificate Program \(Online\)](#)

JUSTIFICATION:

We have updated the catalog pages to be align with the GaPSC requirements and streamlined the language so that it is in alignment with the language used by other programs in the COE and our other degree offerings.

[EDS-INSTECH: Instructional Technology Ed.S. \(Online\)](#)

JUSTIFICATION:

We have updated the catalog pages to align with the GaPSC requirements and streamlined the language so that it is in alignment with the language used by other programs in the COE and our other degree offerings.

MED-HEAD: Higher Education Administration M.Ed. (Hybrid)

JUSTIFICATION:

The EDLD faculty are in the process of creating a fully online track of the MED HIED program to go along with the current hybrid program. The MED HIED program has operated as an online program for years, but is coded as hybrid to allow us to have graduate students in our program in various areas of student affairs on the Statesboro and Armstrong campuses be able to take a few face-to-face courses. The problem with a hybrid coding is that it limits our ability to recruit students out of state. A fully online program would have a set e-tuition fee that is much more enticing for students outside of Georgia and for our employed student base.

Conversely, we still wish to keep a hybrid version of our program, as we are working to grow our on campus presence and provide those students that wish to hold assistantships and get their practical experiences here (and in Savannah), or those who desire to have periodic face-to-face courses with our EDLD faculty.

The creation of a fully online MED HIED program allows us to expand our presence in both the online and hybrid areas. So essentially we will have two programs, the current hybrid one that offers a few face-to-face EDLD courses (which would cater to approximately 40 students who are primarily Graduate Assistants), and a new fully online program that would allow students who do not live in Georgia to attend at a reasonable rate.

In addition, we would like to add an existing course as an elective (specialized content) course. This course is currently listed as EDLD 9533: Globalization and Higher Education. A course revision is simultaneously being submitted to change the course number (EDLD 8537) and academic level to allow M.Ed. Higher Education Administration and Tier 1 Higher Education doctoral students to take the course. This change will not impact any other areas, as it is an existing course that was for higher education students.

Registrar's Note: EDLD 9533 was removed and replaced with EDLD 8537 per pending course number change approval.

MED-INSTECH: Instructional Technology M.Ed. (Georgia ONmyLINE)

JUSTIFICATION:

We have updated the catalog pages to align with the GaPSC requirements and streamlined the language so that it is in alignment with the language used by other programs in the COE and our other degree offerings.

MOTION: Dr. Dickens made a motion to approve the Revised Programs submitted by the Department of Leadership, Technology, and Human Development. A second was made by Dr. Stevenson, and the motion to approve the Revised Programs was passed.

Dr. Walker asked Dr. Thomas if she could talk with her after the meeting to discuss financial aid for some of the College of Education programs.

Department of Middle Grades and Secondary Education

Revised Courses:

ESED 7090: Special Topics

JUSTIFICATION:

To allow the course to be delivered in an online format.

[MGED 8132: Effective Middle Schools](#)

JUSTIFICATION:

Changes required to remove a pre-requisite that is no longer applicable to this course. Corrected repeatable for credit.

[MSED 7639: MED Seminar in Middle Grades and Secondary Education](#)

JUSTIFICATION:

This course is housed in a fully online program. The asynchronous schedule type was added for compliance.

[MSED 8231: Trends in Middle and Secondary Science](#)

JUSTIFICATION:

This course is housed in a fully online program. The asynchronous schedule type was added for compliance. The repeatable for credit was corrected.

[MSED 8331: Trends in the Content Areas](#)

JUSTIFICATION:

This course is housed in a fully online program. The asynchronous schedule type was added for compliance. The repeatable for credit was corrected.

[MSED 8333: Readings and Research in the Content Areas](#)

JUSTIFICATION:

This course is housed in a fully online program. The asynchronous schedule type was added for compliance. The repeatable for credit was corrected.

Registrar's Note: Checked catalog description in course changes as it has been updated for grammatical/spelling errors.

[MSED 8434: Trends in Middle and Secondary Social Studies](#)

JUSTIFICATION:

This course is housed in a fully online program. The asynchronous schedule type was added for compliance. The repeatable for credit was corrected.

Registrar's Note: Abbreviated title in the course change field was checked due to the removal of special character in title.

MOTION: Dr. Dickens made a motion to approve the Revised Courses submitted by the Department of Middle Grades and Secondary Education. A second was made by Dr. Stevenson, and the motion to approve the Revised Courses was passed.

Revised Programs:

[MED-MGE: Middle Grades Education \(Grades 4-8\) M.Ed. \(Online\)](#)

JUSTIFICATION:

The Student Learning Outcomes required updating due to a revision made in the Fall of 2018.

Standardized admission language was added to admission requirements. Language was clarified regarding elective selections.

[MED-SECED: Secondary Education \(Grades 6-12\) M.Ed. \(Online\)](#)

JUSTIFICATION:

This program does not have the means to support a M.Ed. in Business Education, therefore we need to remove it as a content area in the program from the program of study. Also, the admission requirements were updated with standardized language.

Student Learning Outcomes have been updated to reflect revisions made during the previous academic year.

MOTION: Dr. Stevenson made a motion to approve the Revised Programs submitted by the Department of Middle Grades and Secondary Education. A second was made by Dr. Kadlec, and the motion to approve the Revised Programs was passed.

G. Jiann-Ping Hsu College of Public Health

Dr. Robert Vogel presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Dean's Office

Revised Course:

[PUBH 5520G: Introduction to Public Health](#)

JUSTIFICATION:

We have re-evaluated the public health offerings for all concentrations and realize this needs to be a three credit course in order to provide an adequate grounding in public health.

MOTION: Dr. Holtzman made a motion to approve the PUBH 5520G Revised Course submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Hansen, and the motion to approve the Revised Course was passed.

Department of Biostatistics, Epidemiology, and Environmental Health Sciences

Revised Courses:

[BIOS 6541: Biostatistics for Biostatistics Epidemiology Majors](#)

JUSTIFICATION:

We have re-evaluated the biostatistics offerings for all concentrations and no longer need to require a lab of statistical packages. This is incorporated in other required courses.

[BIOS 7544: Data Management for Biostatistics](#)

JUSTIFICATION:

The reason for these changes is to expand utility in order to offer to multiple MPH and DrPH concentrations.

We have re-evaluated the biostatistics offerings for all concentrations and no longer need to require a lab of statistical packages. This is incorporated in other required courses.

[PUBH 6541: Biostatistics](#)

JUSTIFICATION:

We have re-evaluated the biostatistics offerings for all concentrations and no longer need to require a lab of statistical packages. This is incorporated in other required courses.

MOTION: Dr. Kadlec made a motion to approve the Revised Courses submitted by the Department of Biostatistics, Epidemiology, and Environmental Health Sciences. A second was made by Dr. Posick, and the motion to approve the Revised Courses was passed.

Dean's Office

Revised Programs:

[CERG-PUBHLTH: Certificate in Public Health](#)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.
Correcting broken links to publish the 18-19 catalog.

We have re-evaluated the MPH curriculum and realize we need to make adjustments to credit hours.

This program will be offered on the following campus(es): Statesboro, Armstrong, and Liberty

Registrar's Note: PUBH 6541 Biostatistics, is changing credit hours from 4 to 3.

[MPH-PH/APH: Public Health M.P.H. \(Concentration in Applied Public Health\)](#)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.

Program competencies for the MPH Generalist program were updated and faculty felt GEPH 7133 (Health/Illness Continuum) no longer fit the intent of this concentration. A new course HSPM 7431 has been proposed and this course is consistent with updated competencies.

Further changes are intended to broaden the overall appeal of this concentration. The specific intent is to attract prospective students currently employed in the public health workforce by renaming the concentration "Applied Public Health". Leadership/strategic planning (HSPM 7230) and health informatics (HSPM 7236) were added as the required coursework and GEPH 6130 was eliminated. Guided electives were reduced from 6 to only 3. Further, the proposed changes would include offering this concentration fully online.

We have re-evaluated the MPH curriculum and realize we need to make adjustments to credit hours.

Moved this program to fully online and failed to make the change from regular to e-tuition. The Differential Tuition Rate Request form has already been completed and sent to the Provost's Office. Per the Provost's Office, we were to submit CIM/CourseLeaf update with e-tuition effective fall 2020 and note that e-tuition is pending institutional and USG approval.

MOTION: Dr. Kadlec made a motion to approve the Revised Programs agenda items submitted by the Dean's Office in the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Hansen, and the motion to approve the Revised Programs was passed.

Department of Biostatistics, Epidemiology, and Environmental Health Sciences

Revised Programs:

[DPH-BIOST: Public Health Dr.P.H. \(Concentration in Biostatistics\)](#)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.

Program revision is in response to changing accreditation standards.

We are proposing to modify the program by adding a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

Adding admissions requirements.

This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Campus.

[DPH-EPID: Public Health Dr.P.H. \(Concentration in Epidemiology\)](#)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.

Program revision is in response to changing accreditation standards.

We are proposing to modify the program by adding a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

Added admissions criteria.

This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Campus.

[MPH-EHS: Public Health M.P.H. \(Concentration in Environmental Health Sciences\)](#)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.

Departmental codes need to updated.

We have re-evaluated the MPH curriculum and realize we need to make adjustments to credit hours.

Eliminated the GRE as a requirement for this concentration.

Registrar's Note: PUBH 5520G is changing from a 2 credit hour course to a 3 credit hour course & PUBH 6541 is changing from a 4 credit hour course to a 3 credit hour course.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong, Liberty

[MPH-EPI: Public Health M.P.H. \(Concentration in Epidemiology\)](#)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.
Program needed departmental codes updated.

We have re-evaluated the MPH curriculum and realize we need to make adjustments to credit hours.

Registrar's Note: PUBH 5520G is changing from a 2 credit hour course to a 3 credit hour course & BIOS 6541 is changing from a 4 credit hour course to a 3 credit hour course.

Registrar's Note: This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong, Liberty

MPH-PH/BIOST: Public Health M.P.H. (Concentration in Biostatistics)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.
Program departmental codes need to be updated.

We have re-evaluated the MPH curriculum and realize we need to make adjustments to credit hours.

Registrar's Note: PUBH 5520G is changing from a 2 credit hour course to a 3 credit hour course & BIOS 7544 is changing from a 4 credit hour course to a 3 credit hour course.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong, Liberty

MOTION: Dr. Flynn made a motion to approve the Revised Programs submitted by Department of Biostatistics, Epidemiology, and Environmental Health Sciences. A second was made by Dr. Kadlec, and the motion to approve the Revised Programs was passed.

Dr. Walker said the admission requirements for these programs are being put on the catalog page so that the department can make edits to requirements in CIM. She also said the GRE is being removed as an admission requirement for concentration in environmental health sciences.

Department of Health Policy and Community Health

Revised Programs:

DPH-CHBED: Public Health Dr.P.H. (Concentration in Community Health Behavior and Education)

JUSTIFICATION:

Consolidation related changed. Approved October 26th.

Program revision is in response to changing accreditation standards.

We are proposing to modify the program by adding a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

Adding admissions requirements.

This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Campus.

DPH-PH/HPM: Public Health Dr.P.H. (Concentration in Health Policy and Management)

JUSTIFICATION:

At present, the College of Public Health offers DrPH Concentrations in Biostatistics, Health Behavior, Epidemiology, and Leadership. While the DrPH Leadership concentration resides in the Department of Health Policy and Community Health, this concentration was designed to be multi-disciplinary taught by faculty across departments. As such, faculty trained in health policy feel as if they do not have a unique doctoral program in which to participate. Faculty in the College of Public Health feel a concentration in Health Policy & Management will have broad appeal to prospective students, particularly among international students. The issue related to student enrollment is critical because decisions made during the consolidation process resulted in our college losing the Master of Healthcare Administration (MHA) degree, one of our most productive programs (25 new full-time students each year). Although we were able close the gap in student enrollment across our other programs, we cannot depend on this trend

holding in the future. Many of our faculty the Department of Health Policy and Community Health taught in the MHA program. As such, a new concentration in Health Policy & Management will allow these faculty the opportunity to continue teaching to capacity in areas congruent with their research.

We are proposing to modify the program by adding a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

Added admissions criteria.

This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Campus.

DPH-PHLEAD: Public Health Dr.P.H. (Concentration in Public Health Leadership) (Online)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.

Program revision is in response to changing accreditation standards.

We are proposing to offer this DrPH concentration in a fully online platform. The demand for a completely online public health concentration at the doctoral level has continued to grow over the years. Most of the students currently enrolled in the DrPH Public Health Leadership program reside in either the Metro Atlanta area or out of state. Moving this concentration to a fully online platform is expected to attract more students to the university. Further, the ability to offer an online leadership concentration targeting the working professional will serve to fill a growing public health workforce need in the State of Georgia.

In addition, we are modifying the program to add a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

Added admissions criteria.

Moved this program to fully online and failed to make the change from regular to e-tuition. The Differential Tuition Rate Request form has already been completed and sent to the Provost's Office. Per the Provost's Office, we were to submit CIM/CourseLeaf update with e-tuition effective fall 2020 and note that e-tuition is pending institutional and USG approval.

MPH-HSPM: Public Health M.P.H. (Concentration in Health Policy and Management)

JUSTIFICATION:

Consolidation related changes. Approved October 26th. Program needs to reflect new departmental code.

We have re-evaluated the MPH curriculum and realize we need to make adjustments to credit hours.

Registrar's Note: PUBH 5520G is changing from a 2 credit hour course to a 3 credit hour course & PUBH 6541 is changing from a 4 credit hour course to a 3 credit hour course.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong, Liberty

[MPH-PH/CHEDU: Public Health M.P.H. \(Concentration in Community Health\)](#)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.
Program needs departmental codes to be updated.

We have re-evaluated the MPH curriculum and realize we need to make adjustments to credit hours.

Registrar's Note: PUBH 5520G is changing from a 2 credit hour course to a 3 credit hour course & PUBH 6541 is changing from a 4 credit hour course to a 3 credit hour course.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong, Liberty

MOTION: Dr. Flynn made a motion to approve the agenda items submitted by the Health Policy and Community Health. A second was made by Dr. Stevenson, and the motion to approve the Revised Programs was passed.

VII. OLD BUSINESS

A. Sub-Committee for SLOs/Course Objectives – Dr. Dickens said the members of the sub-committee are still working through the colleges. The plan is to notify Deans and Associate Deans in May so that they can inform Department Chairs and Program Directors respectively. The sub-committee has been in touch with Ms. Griffith and Dr. Gatch when questions come up.

VIII. ANNOUNCEMENTS – There were no announcements made.

IX. ADJOURNMENT

There being no further business, the meeting was adjourned on March 12, 2020 at 9:38 AM.

Respectfully submitted,

Audie Graham, Recording Coordinator

Minutes were approved April 2, 2020 by electronic vote of Committee Members

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – April 9, 2020

Present: Dr. Chris Kadlec, CEC; Dr. Marcel Ilie, CEC; Dr. Jennifer Kowalewski, CAH; Dr. Richard Flynn, CAH; Dr. Nicholas Holtzman, CBSS; Dr. Chad Posick, CBSS; Dr. Chuck Harter, Parker COB; Dr. Constantin Ogloblin, Parker COB; Dr. Kristen Dickens, COE; Dr. Alma Stevenson, COE; Dr. Shijun Zheng, COSM; Dr. Sarah Zingales, COSM; Dr. Andrew Hansen, JPHCOPH; Dr. Jessica Schwind, JPHCOPH; Dr. Gina Crabb, WCHP; Dr. Linda Tuck, WCHP; Ms. Caroline Hopkinson, Univ.

Libraries; Mrs. Nikki Cannon-Rech, Univ. Libraries; Dr. Pidi Zhang, [Alternate] CBSS; Dr. Ming Fang He, [Alternate] COE

Guests: Ms. Candace Griffith, VPAA; Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Ms. Randi Sykora, COGS; Mrs. Wendy Sikora, COGS; Mrs. Caroline James, COGS; Mr. Wayne Smith, Registrar's Office; Ms. Doris Mack, Registrar's Office; Ms. Kathryn Stewart, Registrar's Office; Dr. Delena Bell Gatch, OIE; Dr.

Deborah Thomas, COE; Dr. Stephen Rossi, WCHP; Dr. David Williams, CEC; Dr. Rand Ressler, Parker COB; Dr. John Kraft, CBSS; Dr. Robert Vogel, JPHCOPH; Mr. Norton Pease, CAH; Dr. Brian Koehler, COSM; Dr. Lance McBrayer, COSM; Dr. Jolyon Hughes, CAH; Dr. Beth Howells, CAH; Dr. Carol Herringer, CAH; Dr. Tim Giles, CAH; Dr. Thresa Yancey, CBSS

I. CALL TO ORDER

Dr. Jennifer Kowalewski called the meeting to order on Thursday, April 9, 2020 at 9:08 AM.

Dr. Kowalewski reminded everyone to state their name and college before making motions or presenting curriculum items, and to mute their microphones/cell phones when not speaking.

II. APPROVAL OF AGENDA

Dr. Chris Kadlec made a motion to approve the agenda as written. A second was made by Dr. Chad Posick and the motion to approve the agenda was passed.

- III. CHAIR'S UPDATE** – Dr. Kowalewski stated there will be a second Graduate Committee WebExmeeting next week on April 16, 2020 at 9:00 AM. She explained the purpose of the second meeting is to review final curriculum items for the 2020-2021 catalog. Information will need to be submitted to be included on the Faculty Senate agenda later this month.

IV. DEAN'S UPDATE

Dr. Ashley Walker shared the following updates:

- As the university has moved to fully online due to COVID-19, COGS has been sending various correspondence to Graduate Program Directors and students with information on how COGS is adjusting deadlines and procedures. The majority of the COGS staff is working remotely, but we are still functioning as we would be if we were in the office. There have been major closures of testing sites, and we have been working with Program Directors as this comes up. We are still processing applications for summer and fall admission. If you have students with questions or concerns regarding their application materials please ask them to email gradadmissions@georgiasouthern.edu.
- The deadline to hold comprehensive exams and thesis/dissertation defenses has been extended to Friday, April 10th. All other deadlines specific to ETD submissions will remain the same at this time. Wendy Sikora is monitoring the ETD system to see if any additional accommodations should be made.
- There is an [FAQ page](#) on the COGS website, which lists common questions that our office has encountered during this transition. Please direct people to the FAQ page if they have questions. If you have suggestions of questions to add to this page please send an email to gradschool@georgiasouthern.edu.
- The Averitt Awards for Excellence in Graduate Instruction and Research are normally announced during

the Research Symposium held on the Statesboro campus. The in person symposium is cancelled due to recent events. The committee is in process of reviewing applications for these

categories. Winners will be announced through some virtual format, but COGS is still in the process of discussing how this will be handled.

V. NEW BUSINESS

A. Waters College of Health Professions

Dr. Stephen Rossi presented the agenda items for the Waters College of Health Professions.

School of Nursing

Revised Course:

[NURS 8520: Capstone Practice and Professional Issues](#)

JUSTIFICATION:

1. Enforced co-requisite is being removed since students earning the certificate are not required to take the co-requisite.
2. Schedule type is being changed from supervised lab to asynchronous.
3. A change in course number from 8620 to 8520 is then required to reflect the schedule change.
4. Weekly contact hours were changed from 6 of "lab" to 6 of "other" since in this capstone students are not in a faculty supervised lab.

MOTION: Dr. Constantin Ogloblin made a motion to approve the Revised Course submitted by the Waters College of Health Professions. A second was made by Dr. Kadlec, and the motion to approve the Revised Course was passed.

Revised Programs:

[BSN-DNP/OL: Nursing B.S.N. to D.N.P. \(> 95% Online\)](#)

JUSTIFICATION:

The Independent study and special topics courses are not part of the program of study (NURS 7090 and NURS 7890). Since these are not counted in the required courses the remaining courses add up to 43 hours for the MSN opt-out option and 77 hours if they complete everything including the DNP courses.

NURS 7090 and NURS 7890 are independent study and special topics courses and are not part of the program of study.

Registrar's Note: Course NURS 8620 updated to reflect new course number, NURS 8520.

[DNP-NUR/OL: Doctor of Nursing Practice D.N.P. \(Online\)](#)

JUSTIFICATION:

Course numbers being revised to reflect the university's numbering system. No substantive changes to the program. Course numbers are now as follows:

NURS 9110 changed to NURS 7130

NURS 9111 changed to NURS 9123

NURS 9112 changed to NURS 9125

NURS 9114 changed to NURS 9124

NURS 9115 changed to NURS 7110

NURS 9116 changed to NURS 9143

NURS 9117 changed to NURS 9144

NURS 9917 changed to NURS 9931

NURS 9918 changed to NURS 9932

NURS 9919 changed to NURS 9933

NURS 9118 changed to NURS 7890

NURS 9119 changed to NURS 7090

Credit hours reflected in the catalog were incorrect. Credit hours changed from 34 to 37 to reflect accurate curriculum requirements. No curriculum changes are being submitted.

While it appears at first sight that the total number of hours in the program is 49, the Independent study and special topics courses are not part of the program of study (NURS 7090 and NURS 7890). Since these are not counted in the required courses the remaining courses add up to 37 credit hours.

NURS 7090 and NURS 7890 are independent study and special topics courses and are not part of the program of study.

Dr. Rossi said prior to the meeting there was some discussion regarding the opt-out portion and flexibility to return without penalty within 4 years for the BSN-DNP program revision. He said after discussing this with Dr. Walker it was agreed that the language should be more descriptive of how that process would work. Dr. Rossi explained if a student comes back after three semesters they will need to reapply by submitting an application to the Post-MSN-DNP program. Dr. Rossi agreed to make the appropriate revisions to the language to ensure clarification of the process for students.

MOTION: Dr. Chuck Harter made a motion to approve the Revised Programs submitted by the Waters College of Health Professions, with the understanding that the language be revised on the BSN-DNP program page. A second was made by Dr. Richard Flynn, and the motion to approve the Revised Programs was passed.

B. College of Science and Mathematics

Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.

Department of Geology & Geography

Revised Course:

[GEOL 5090G: Selected Topics](#)

JUSTIFICATION:

Registrar request (the course listed as prerequisite does not exist). The course was removed and the prerequisite changed to match the undergraduate "G" version of the course (permission of instructor required).

MOTION: Dr. Kadlec made a motion to approve the agenda item submitted by the Department of Geology & Geography. A second was made by Dr. Harter, and the motion to approve the Revised Course was passed.

Department of Mathematical Sciences

Revised Course:

[MATH 5230G: Advanced Geometry](#)

JUSTIFICATION:

Request from the Registrar. Prerequisite listed did not exist (it was a carry-over not updated during Consolidation - the prerequisite course is now numbered MATH "3360" (Modern Geometry).

MOTION: Dr. Ogloblin made a motion to approve the agenda item submitted by the Department of Mathematical Sciences. A second was made by Dr. Kadlec, and the motion to approve the Revised Course was passed.

Department of Physics & Astronomy

Deleted Course:

[ASTR 6100: Stellar Astronomy](#)

JUSTIFICATION:

This course is no longer being offered, with no plans in the near future (resources)

MOTION: Dr. Nicholas Holtzman made a motion to approve the agenda item submitted by the Department of Physics & Astronomy. A second was made by Dr. Flynn, and the motion to approve the Deleted Course was passed.

C. Jiann-Ping Hsu College of Public Health

Dr. Robert Vogel presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Dean's Office

Revised Program:

[MPH-PH/APH: Public Health M.P.H. \(Concentration in Applied Public Health\)](#)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.

Program competencies for the MPH Generalist program were updated and faculty felt GEPH 7133 (Health/Illness Continuum) no longer fit the intent of this concentration. A new course HSPM 7431 has been proposed and this course is consistent with updated competencies.

Further changes are intended to broaden the overall appeal of this concentration. The specific intent is to attract prospective students currently employed in the public health workforce by renaming the concentration "Applied Public Health". Leadership/strategic planning (HSPM 7230) and health informatics (HSPM 7236) were added as the required coursework and GEPH 6130 was eliminated.

Guided electives were reduced from 6 to only 3. Further, the proposed changes would include offering this concentration fully online.

We have re-evaluated the MPH curriculum and realize we need to make adjustments to credit hours.

Moved this program to fully online and failed to make the change from regular to e-tuition. The Differential Tuition Rate Request form has already been completed and sent to the Provost's Office. Per the Provost's Office, we were to submit CIM/CourseLeaf update with e-tuition effective fall 2020 and note that e-tuition is pending institutional and USG approval.

Dr. Flynn said he thought there was no longer going to be a differential between tuition and e-tuition. Dr. Walker explained that is only for undergraduate, but graduate still does a differential for e-tuition. She said it does have to be approved by the Board of Regents, and programs have to submit paperwork for e-tuition approval.

MOTION: Dr. Kadlec made a motion to approve the agenda item submitted by the Dean's Office. A second was made by Dr. Harter and the motion to approve the Revised Program was passed.

Department of Biostatistics, Epidemiology, and Environmental Health Sciences

Revised Course:

[BIOS 7533: Analysis with Missing and Mis-specified Data](#)

JUSTIFICATION:

After evaluation of the biostatistics curriculum, the faculty believes this course is suited for a wider audience than biostatistics doctoral students. This topic is germane to all graduate biostatistics and epidemiology students. By changing the course number to a seven thousand number, all MPH and DrPH students will be allowed to take this class. This class will be offered on the Statesboro campus only.

MOTION: Dr. Ogloblin made a motion to approve the Revised Course submitted by the Department of Biostatistics, Epidemiology, and Environmental Health Sciences. A second was made by Dr. Andrew Hansen and the motion to approve the item was passed.

New Course:

[BIOS 7536: Statistical Methods in Medical Diagnostics](#)

JUSTIFICATION:

Statistical Analysis of medical diagnostic tests is a major area of study in biostatistics. Addition of the course will broaden the scope of the offerings within the Biostatistics concentration better prepare our graduates for positions within academic and industrial medical research facilities. This course will be taught on the Statesboro campus only.

MOTION: Dr. Kadlec made a motion to approve the New Course submitted by the Department of Biostatistics, Epidemiology, and Environmental Health Sciences. A second was made by Dr. Posick and the motion to approve the item was passed.

Department of Health Policy and Community Health

Revised Program:

[DPH-PHLEAD: Public Health Dr.P.H. \(Concentration in Public Health Leadership\) \(Online\)](#)

JUSTIFICATION:

Consolidation related changes. Approved October 26th.

Program revision is in response to changing accreditation standards.

We are proposing to offer this DrPH concentration in a fully online platform. The demand for a completely online public health concentration at the doctoral level has continued to grow over the years. Most of the students currently enrolled in the DrPH Public Health Leadership program reside in either the Metro Atlanta area or out of state.

Moving this concentration to a fully online platform is expected to attract more students to the university. Further, the ability to offer an online leadership concentration targeting the working professional will serve to fill a growing public health workforce need in the State of Georgia.

In addition, we are modifying the program to add a credit range (9 to 18) to complete the dissertation experience. It is rare that DrPH students can complete a dissertation in only 9 credits. As such, students on federal financial aid are at a disadvantage because they must maintain full time status but the additional dissertation credits are not recognized in the program of study.

Added admissions criteria.

Moved this program to fully online and failed to make the change from regular to e-tuition. The Differential Tuition Rate Request form has already been completed and sent to the Provost's Office. Per the Provost's Office, we were to submit CIM/CourseLeaf update with e-tuition effective fall 2020 and note that e-tuition is pending institutional and USG approval.

MOTION: Dr. Harter made a motion to approve the agenda item submitted by the Department of Health Policy and Community Health. A second was made by Dr. Hansen, and the motion to approve the Revised Program was passed.

D. College of Behavioral and Social Sciences

Dr. Posick presented the agenda items for the Department of Criminal Justice & Criminology. Dr. Holtzman presented the agenda items for the Department of Psychology.

Department of Criminal Justice & Criminology

Revised Programs:

[CERG-CYBERCR: Cybercrime Certificate](#)

JUSTIFICATION:

Consolidation related changes. Approved November 9, 2017. Fixing an error. This program was always entirely online. In addition, faculty approved the removing of GRE scores over a year ago.

[MS-CRJU: Criminal Justice and Criminology M.S. \(Emphasis in Criminal Justice\)](#)

JUSTIFICATION:

This program will be offered on the following campuses: Statesboro and Armstrong

Faculty voted to remove GRE requirement for admission to the program on February 1, 2019. Program delivery mode changed to hybrid to reflect the fact that "The program is offered via two different tracks. The traditional track primarily is offered in a seated format, with some opportunities to take hybrid or online courses. The online track allows students to complete the degree requirements utilizing an online delivery method. Students will opt into one of three emphases, depending on the track they select."

Additional minor changes are included to assist in students' clear pathways toward degree completion in align with university strategic goals and momentum approach.

Cybercrime: three cybercrime electives and two criminal justice/criminology electives. Under the subheading "Capstone Options" the following needs to be edited:

Free Electives should be changed to Focused Coursework

[MS-CRJU/CRM: Criminal Justice and Criminology M.S. \(Emphasis in Criminology\)](#)

JUSTIFICATION:

Faculty voted to remove GRE requirement for admission to the program on February 1, 2019. This program will be offered in person on the Statesboro campus AND fully online.

[MS-CRJU/CYB: Criminal Justice and Criminology M.S. \(Emphasis in Cybercrime\)](#)

JUSTIFICATION:

Faculty voted to remove GRE requirement for admission to the program on February 1, 2019.

Dr. Walker said prior to the meeting she emailed Dr. Posick and Dr. Adam Bossler regarding the language in the Cybercrime Certificate. She stated they agreed to revise the language specific to provisional admission to match what is included on the MS Criminal Justice program page. Dr. Posick agreed to make the revision.

MOTION: Dr. Hansen made a motion to approve the agenda items submitted by the Department of Criminal Justice & Criminology, with the understanding that the language be revised on the Cybercrime Certificate CIM form. A second was made by Dr. Ogloblin, and the motion to approve the Revised Programs was passed.

Department of Psychology

Deleted Courses:

[PSYC 5030G: Selected Topics](#)

JUSTIFICATION:

This course is no longer taught.

[PSYC 5232G: Psychology and Law](#)

JUSTIFICATION:

This course is no longer taught.

[PSYC 5431G: Evolutionary Psychology](#)

JUSTIFICATION:

This course is no longer taught.

MOTION: Dr. Posick made a motion to approve the agenda items submitted by the Department of Psychology. A second was made by Dr. Stevenson, and the motion to approve the Deleted Courses was passed.

E. College of Arts and Humanities

Mr. Norton Pease presented the agenda items for the Center of Women's, Gender, & Sexuality Studies.

Dr. Kowalewski presented the agenda items for the Department of Communication Arts. Dr. Carol Herringer presented the agenda items for the Department of History.

Dr. Beth Howells presented the agenda items for the Department of Literature.

Dr. Tim Giles presented the agenda items for the Department of Writing and Linguistics.

Center of Women's, Gender, and Sexuality Studies

Deleted Courses:

[GNST 5000G: Topics In Gender Studies](#)

JUSTIFICATION:

There is no longer the prefix GNST after consolidation: This course no longer exists.

[GNST 5500G: Topics In Women'S Leadership](#)

JUSTIFICATION:

There is no longer the prefix GNST after consolidation: This course no longer exists.

[GNST 5600G: Sociology Of Gender](#)

JUSTIFICATION:

There is no longer the prefix GNST after consolidation: This course no longer exists.

[GNST 5700G: Perspective In Feminist Theory](#)

JUSTIFICATION:

There is no longer the prefix GNST after consolidation: This course no longer exists.

[WGST 5131G: Sex, Violence, and Culture](#)

JUSTIFICATION:

After consolidation, there is no longer the prefix "WGST"

[WGST 5633G: Writing the Body](#)

JUSTIFICATION:

After consolidation, there is no longer the prefix "WGST"

[WGST 7431: Independent Study in Women's and Gender Studies](#)

JUSTIFICATION:

After consolidation, there is no longer the prefix "WGST"

MOTION: Dr. Kadlec made a motion to approve the agenda items submitted by the Center of Women's, Gender, and Sexuality Studies. A second was made by Dr. Posick and the motion to approve the Deleted Courses was passed.

Department of Communication Arts

Revised Programs:

[CERG-PCLC: Professional Communication and Leadership Certificate](#)

JUSTIFICATION:

Updating course number and title for WRIT course to reflect recent course proposal. Removing inactivated WRIT course.

This program is offered on the following campus(es):Statesboro and Armstrong. This program is not be offered on the following campus(es):Liberty.

[MA-PROMLD: Professional Communication and Leadership M.A.](#)

JUSTIFICATION:

Updating course number title for WRIT course to reflect recent course proposal, removing inactivated WRIT course.

This program is offered on the following campus(es):Statesboro and Armstrong. This program will not be offered on the following campus(es):Liberty.

MOTION: Dr. Harter made a motion to approve the agenda items submitted by the Department of Communication Arts. A second was made by Dr. Stevenson, and the motion to approve the Revised Programs was passed.

Department of History

Revised Courses:

[HIST 5240G: Topics in Women and Gender in America](#)

JUSTIFICATION:

WGST 5240 is no longer active and needs to be removed as a cross-listed course

[HIST 5533G: Economic Rivals: U.S.-UK-Japan](#)

JUSTIFICATION:

INTS 5533, INTS 5533G are no longer active and need to be removed as cross-listed courses

[HIST 7831: Independent Study in History](#)

JUSTIFICATION:

7831 S is not an active course and needs to be removed from the catalog description

MOTION: Dr. Posick made a motion to approve the agenda items submitted by the Department of History. A second was made by Dr. Hansen, and the motion to approve the Revised Courses was passed.

Department of Literature

Revised Course:

[ENGL 6635: Gender and Sexuality](#)

JUSTIFICATION:

Update to title and description terms to reflect contemporary nature of the field.

MOTION: Dr. Kristen Dickens made a motion to approve the Revised Course submitted by the Department of Literature. A second was made by Dr. Kadlec, and the motion to approve the item was passed.

Deleted Courses:

[ENGL 7111: Seminar in College English](#)

JUSTIFICATION:

We are combining this content with the content of 7121 to create 7131. If 7131 does not go through we are tabling this so we can run 7111 and 7121 this fall.

[ENGL 7121: Methods of Research](#)

JUSTIFICATION:

We are combining this content with the content of 7111 to create 7131. If 7131 does not go through we are tabling this so we can run 7111 and 7121 this fall.

New Course:

[ENGL 7131: Introduction to Graduate Studies](#)

JUSTIFICATION:

This course has been taught in practice by combining ENGL 7111 and ENGL 7121. This new course will provide the same instruction, but as a single 3-hour course rather than a 1-hour and 2-hour course respectively.

Revised Program:

[MA-ENGL: English M.A.](#)

JUSTIFICATION:

Revision to a required course listed in catalog page. The single 3-hour ENGL 7131 is being proposed to replace the 1-hour ENGL 7111 and 2-hour ENGL 7121 courses; the content will not change.

This program will be offered on the following campus(es): Statesboro. At this time. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Center. At this time.

MOTION: Dr. Kadlec made a motion to approve the Deleted Courses, New Course, and Revised Program submitted by the Department of Literature. A second was made by Dr. Hansen, and the motion to approve the items was passed.

Department of Writing and Linguistics

Revised Courses:

[LING 5133G: English Grammar for ESL/EFL Teachers](#)

JUSTIFICATION:

We want to place this course at the 5000-level to help improve the enrollments by allowing both undergraduate and graduate students to take the course.

We want to change the course name to make the name more consistent with the goals and scope of the course.

[LING 5233G: Teaching English Internationally](#)

JUSTIFICATION:

Moving the course to the 5000-level will help improve the enrollments in Teaching English Internationally. At the 5000-level, we can create an undergraduate course, and this course may also help grow interests in linguistics and

applied linguistics at the undergraduate level. Graduate students will be required to complete an extra project as part of this course.

We have also proposed the undergraduate section of this course as a new course (LING 5233 Teaching English Internationally) and added that course as a cross listing.

[LING 6131: Teaching ESL/EFL Pronunciation and Speaking](#)
JUSTIFICATION:

We want to change the course name to make it more consistent with the goals and scope of the course.

WRIT 5533G: Teaching College Composition

JUSTIFICATION:

We are updating this 5000 level course that was out-of-date and due to be deactivated by moving an 8000-level course that we wanted to make accessible to grads/undergrads into this course number. Since the sequencing is already set up for WRIT 5533 and keeping the 5533 number aligns this course in a sequence with WRIT 4133, we are overwriting this course with updated information from WRIT 8500 and deactivating WRIT 8500.

Course Number Change: The course number change to 5533/G reflects the need for broader accessibility. An 8500 level course limits the course to graduate students only. There are a number of undergraduate writing majors who could benefit from this class for professional development in teaching at the college level, as well as masters students across campus who require instruction and applications in teaching writing at the college level. The 33 number reflects the writing sequence as the 3000 level tutoring writing class also ends in 33.

Title: The new title gives a clear and concise description that aligns the course in a Rhetoric and Composition teaching sequence of courses that includes Tutoring Writing at the 3000 level and Teaching Writing (K-12) at the 4000 level.

Schedule Type: Added "M" so an online version of the course can be developed.

Description: The new description gives a better sense of the content as focused on college teaching theories and applications. It is also more clear that the course will have goals and outcomes that are applicable to the workplace setting for teachers of writing. Applying theories of writing pedagogy in a real college classroom aligns with the Rhetoric and Composition Area outcomes within Writing and Linguistics in order to integrate writing pedagogy and theory (a subtopic in the discipline in Rhetoric in Composition) with the goals and outcomes of post secondary institutions.

Repeatable status: This change was made because the topic of the course moved into this number will not change and should not be repeated.

This course will be offered on the Statesboro and Armstrong campuses. This course will not be offered on the Liberty campus.

WRIT 5570G: Advanced Writing, Rhetoric, and Culture

JUSTIFICATION:

Number change aligns w/ course change (new 5570).

Language change in the title and description is intended to not only clarify for students what the content is about, but also to update language used in the discipline. Moreover, the description now more accurately reflects the focus of the course. Specifically, it asks for students to produce work for publication and presentation in academic settings.

This course will be offered on the Statesboro and Armstrong campuses. This course will not be offered on the Liberty campus.

MOTION: Dr. Ogloblin made a motion to approve the Revised Courses submitted by the Department of Writing and Linguistics. A second was made by Dr. Stevenson, and the motion to approve the items was passed.

Deleted Courses:

[LING 6231: Language, Nation, and Globalization](#)

JUSTIFICATION:

This course will be replaced in the TESOL curriculum by LING 5530G Sociolinguistics. The existing LING 6231 does not provide as much flexibility for staffing and topically does not provide as solid of a foundation for teaching language. It is too focused on issues regarding language policy.

[WRIT 8500: Theory and Practice of Teaching Composition](#)

JUSTIFICATION:

We are moving this course (and altering the title) into one of our existing 5000 level U/G courses: WRIT 5533G and WRIT 5533. It will give the course more applicability, and we'll be able to sequence it better with WRIT 3131. We need to deactivate the 8500 version of it.

MOTION: Dr. Caroline Hopkinson made a motion to approve the Deleted Courses submitted by the Department of Writing and Linguistics. A second was made by Dr. Posick, and the motion to approve the items was passed.

Revised Program:

[CERG-TESOL: Teaching English to Speakers of Other Languages \(TESOL\)/Applied Linguistics Certificate \(Online\)](#)

JUSTIFICATION:

As part of revising the TESOL curriculum, we are replacing LING 6231 Language, Nation, and Globalization with LING 5530G Sociolinguistics. We have two reasons for this change:

- 1) to reduce the number of LING courses offered to increase the availability of LING courses and improve enrollments in LING 5530/5530G Sociolinguistics
- 2) Sociolinguistics also offers language teachers a more solid foundation in linking issues of language use to classroom teaching whereas Language, Nation, and Globalization focuses more on issues regarding language policy and planning which is not the focus of our TESOL program.

MOTION: Dr. Kadlec made a motion to approve the Revised Program submitted by the Department of Writing and Linguistics. A second was made by Dr. Harter, and the motion to approve the item was passed.

F. College of Engineering and Computing

Dr. David Williams presented the agenda items for the College of Engineering and Computing.

Department of Civil Engineering and Construction

Revised Courses:

[CENG 5431G: Advanced Surveying](#)

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & TCM 2233 Construction Surveying and provides knowledge & skill for Surveying-Geomatics applications that are required in the real-world of Surveying Practice. Also, this course can be applied when seeking licensure as a Professional Surveyor in the State of Georgia. This course prepares students to develop unique, creative, and sustainable determinations for property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying- Geomatics education opportunities in the State of Georgia. Thus, it is hoped that the proposed course should help fill that void.

[CENG 5432G: Introduction to GIS in Surveying-Geomatics and Transportation](#)

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & TCM 2233 Construction Surveying and provides knowledge & skill for Surveying-Geomatics and Transportation Engineering applications that utilize GIS. This course prepares students to develop responsible GIS Mapping solutions. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void.

[CENG 5433G: Drainage and Erosion Control](#)

JUSTIFICATION:

Instructor is the most qualified person to evaluate previous course work and work experience

[CENG 5434G: Surveying History and Law](#)

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying or TCM 2233 Construction Surveying and provides knowledge & skill for Surveying-Geomatics legal issues and applications that are experienced in Surveying Practice. This course prepares students to develop responsible determinations of property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void.

[CENG 5435G: Introduction to Terrestrial LiDAR](#)

JUSTIFICATION:

This course introduces a modern remote sensing technique that is becoming ubiquitous in the Architectural, Civil Engineering, Construction and Surveying/Geomatics industries. It provides knowledge and skills in the generation of dense 3D virtual point-cloud models of existing spatial conditions, e.g., topographic conditions and civil structures, including buildings, roadways, bridges, etc. The resulting models can be employed later to perform virtual surveying operations (i.e., obtaining point positions and measurements within the resulting models).

[CENG 5436G: Introduction to Close-Range Photogrammetry](#)

JUSTIFICATION:

This course introduces a modern remote sensing technique that is becoming increasingly employed by the Architectural, Civil Engineering, Construction and Surveying/Geomatics industries. It provides knowledge and skills in close-range photography to generate 3D virtual models of existing spatial conditions, e.g. topography and civil structures, including buildings, roadways, bridges, etc. The resulting models can later be employed to perform virtual surveying operations. That is, obtaining point positions and measurements within the final models, at required accuracies.

MOTION: Dr. Hopkinson made a motion to approve the agenda items submitted by the Department of Civil Engineering and Construction. A second was made by Dr. Kadlec, and the motion to approve the Revised Courses was passed.

Department of Electrical and Computing Engineering

Revised Courses:

[EENG 5090G: Selected Topics in Electrical and Computer Engineering](#)

JUSTIFICATION:

Course outcomes, assessment methods, and program learning objectives added.

[EENG 5235G: Converters Control Techniques](#)

JUSTIFICATION:

We need to have the Course Outcomes, Assessment Method, and Program Learning Outcomes sections.

[EENG 5242G: Power System Protection w/Lab](#)

JUSTIFICATION:

Adding more details about the course.

[EENG 5243G: Power Electronics w/Lab](#)

JUSTIFICATION:

Adding more details to the course description.

[EENG 5330G: Network Architecture and Protocols](#)

JUSTIFICATION:

The Fundamentals of Engineering (FE) exam for electrical and computer engineering (ECE) requires the knowledge of computer networking, which is currently not covered.

[EENG 5341G: Robotic Systems Design w/Lab](#)

JUSTIFICATION:

Make sure students have the necessary technical knowledge to design robotic systems and updating the Course Learning Outcomes and Course Contents Outline

[EENG 5342G: Computer Systems Design w/Lab](#)

JUSTIFICATION:

Corrected an error of "Academic Level" by removing Doctorate and added General Outcomes, SLO's, and PLO's.

[EENG 5431G: Control Systems with Lab](#)

JUSTIFICATION:

add Course Learning Outcomes and course content

[EENG 5433G: Machine Learning and Adaptive Control](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials

[EENG 5434G: Engineering Optimization Methods](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials

[EENG 5535G: Electronic Warfare](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 5541G: Digital Communications w/Lab](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 5543G: Antennas and Wireless Propagation with Lab](#)

JUSTIFICATION:

This course deals with time-variable, dynamic Electromagnetic wave propagation with Maxwell's equations in the first half of the semester, which is required to make students understand operating principles of antennas. After that Antennas are covered in the second half of the semester. Due to this reason, it is appropriate to change the course name to 'Antennas and Wireless Propagation' instead 'Antennas'.

[EENG 5891G: Special Problems in Electrical and Computer Engineering](#)

JUSTIFICATION:

Just added the course outcomes.

[EENG 7330: Advanced Electromagnetics](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 7333: Advanced Power Systems](#)

JUSTIFICATION:

Course Learning Outcomes and course content was added

[EENG 7530: Research in Electrical Engineering](#)

JUSTIFICATION:

We need to have the Course Outcomes, Assessment Method, and Program Learning Outcomes sections.

[EENG 7890: Selected Topics in Electrical Engineering](#)

JUSTIFICATION:

Added the course outcomes.

[EENG 7895: Special Problems in Electrical Engineering](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials

MOTION: Dr. Posick made a motion to approve the agenda item submitted by the Department of Electronical and Computing Engineering. A second was made by Dr. Hopkinson, and the motion to approve the Revised Courses was passed.

Department of Information Technology

Revised Course:

[IT 5434G: Advanced Network Security](#)

JUSTIFICATION:

Updated the course title, description, and outcomes to better reflect the level and content of the course.

MOTION: Dr. Kadlec made a motion to approve the agenda item submitted by the Department of Information Technology. A second was made by Dr. Harter, and the motion to approve the Revised Course was passed.

G. College of Education

Dr. Deborah Thomas presented the agenda items for the College of Education.

Department of Curriculum, Foundations, and Reading

Revised Courses:

[READ 7230: Issues and Trends in Literacy](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method.

[READ 7431: Digital Literacies in the 21st Century](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method.

[READ 7432: Teaching Literacy with English Learners](#)

JUSTIFICATION:

Removing the prerequisite. This will allow more flexibility for students and it will not change student success in the course. Added Asynchronous Instruction to allow for online delivery.

[READ 8230: Organization and Supervision of Reading Programs](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method. Corrected repeatable for credit.

[READ 8630: Critical Readings in Reading/Literacy Education](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method. Corrected repeatable for credit

[READ 8734: Capstone in Literacy Instruction](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method.

[READ 8839: Field Project in Reading](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method.

EDUR 8231 was added as a prerequisite for this course. This qualitative research class was added to the POS last year. Students will need to take all of their required research courses prior to enrolling in

8839 which requires them to apply their research knowledge. It was an earlier oversight that this was not added as a prereq earlier.

[READ 8890: Directed Individual Study](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method.

Revised Courses:

[EDUC 8130: Curriculum Theories and Design](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method. Corrected repeatable for credit

[EDUC 9630: Doctoral Writing Seminar I](#)

JUSTIFICATION:

We make the changes to be in alignment with the new and approved Program of Studies in the Catalog.

[EDUC 9631: Advanced Seminar in Curriculum Theory](#)

JUSTIFICATION:

We make the changes to be in alignment with the new and approved Program of Studies in the Catalog. Removal of prerequisites and corequisites to ease registration issues. Correct repeatable for credit.

[EDUF 7132: Critical Approaches to Early Childhood Development and Learning and Practicum I](#)

JUSTIFICATION:

Changed in response to program requirements and request from program.

[EDUF 7140: Learning, Cognition, and Curriculum](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method. Corrected repeatable for credit

[EDUF 8134: Models of Motivation](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method. Corrected repeatable for credit

[EDUF 8136: Theories of Human Development](#)

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method. Corrected repeatable for credit

[EDUF 8631: Foundations for Social Justice Education](#)

JUSTIFICATION:

The Teaching Culturally and Linguistically Diverse Student M.Ed. program has added this course as an elective option. Removal of the prerequisite will allow these M.Ed. students to register without requiring an override. Thus, this course revision will facilitate the registration process and support enrollment.

[EDUR 7090: Selected Topics in Educational Research](#)

JUSTIFICATION:

Abbreviated title updated to more accurately reflect course focus.

Update schedule type with Asynchronous Instruction as course is typically offered online.

[EDUR 7130: Educational Research](#)

JUSTIFICATION:

Corrected repeatable for credit, i.e., course is not repeatable for credit.

[EDUR 8131: Educational](#)

JUSTIFICATION:

Corrected repeatable for credit.

[EDUR 8132: Educational Statistics II](#)

JUSTIFICATION:

Revised language in catalog description to reflect current content of course.

Update schedule type with Asynchronous Instruction for online course delivery method. Corrected repeatable for credit.

[EDUR 8434: Field-Based Educational Research](#)

JUSTIFICATION:

Corrected repeatable for credit.

[EDUR 8890: Directed Individual Study](#)

JUSTIFICATION:

Update schedule type to include Asynchronous Instruction so that course can be offered online.

[EDUR 9131: Doctoral Research Methods](#)

JUSTIFICATION:

Correct repeatable for credit.

Add asynchronous instruction to schedule type as this course is delivered in hybrid format.

[EDUR 9231: Qualitative Research in Education](#)

JUSTIFICATION:

Corrected repeatable for credit.

Added schedule type Asynchronous Instruction as course is currently offered in partially online format.

[EDUR 9232: Advanced Qualitative Research](#)

JUSTIFICATION:

Added Asynchronous Instruction as schedule type as course is delivered partially online.

MOTION: Dr. Kadlec made a motion to approve the Revised Courses submitted by the Department of Curriculum, Foundations, and Reading. A second was made by Dr. Stevenson, and the motion to approve the items was passed.

Revised Program:

[EDS-READED: Reading Education \(K-12\) Ed.S. \(Online\)](#)

JUSTIFICATION:

READ 7630 is being added as an optional elective for students. This course already exists and will offer our students more flexibility in terms of scheduling courses and options that match interest areas.

The program also plans to allow students to take EDUR 8434 and READ 8431 together so this restriction was deleted. Since READ 8431 is offered only once per year, there will be some students who will need to take it during the same semester as EDUR 8434. Both READ and EDUR faculty were consulted and agreed that this was acceptable and would work for students.

[EDUR 8131: Educational](#)

JUSTIFICATION:

Corrected repeatable for credit.

MOTION: Dr. Harter made a motion to approve the Revised Program by the Department of Curriculum, Foundations, and Reading. A second was made by Dr. Stevenson, and the motion to approve the item was passed.

Department of Elementary and Special Education

Deleted Courses:

[EEXE 7031: Meth/Strat Teach Ld:Read/Writ](#)

JUSTIFICATION:

This is a pre-consolidation course from Armstrong State, no longer used in COE programs.

EEXE 7401: Lang Dis and Lear

JUSTIFICATION:

This is a pre-consolidation course from Armstrong State, no longer used in COE programs.

ESED 9132: Critical Analysis of Schools and Educational

JUSTIFICATION:

This is an old course not currently utilized in COE doctoral programs.

ESED 9631: Advanced Seminar in Teaching and Learning

JUSTIFICATION:

This is an old course not currently utilized in doctoral programs.

ESED 9799: Internship in Teacher Education

JUSTIFICATION:

This is an old course not currently utilized in doctoral programs.

MOTION: Dr. Holtzman made a motion to approve the Deleted Courses submitted by the Department of Elementary and Special Education. A second was made by Dr. Ogloblin and the motion to approve the items was passed.

New Course:

ESED 5790G: Full-time Residency Internship I

JUSTIFICATION:

We need a specific course for students selected to participate in the full-time residency program. Students in the program and enrolled in this course may be hired as full-time teachers or completing a full-time residency experience. They will spend over 600 hours in a P-12 classroom during the semester fulfilling course requirements and job responsibilities.

Because of the extensive time (over 600 hours) that students will spend in a P-12 classroom teaching, I am requesting an exception for graduate students enrolled in this course to have full-time status when also enrolled in an additional 3 graduate credit hours for a total of 6 credit hours for the semester.

Revised Courses:

ELEM 6130: Culturally Responsive Pedagogy Classroom Management

JUSTIFICATION:

1. Schedule Type: The addition of an "Asynchronous Instruction" to the schedule type reflects the online delivery model standard in the college of education.
2. Abbreviated Title: Course Title: changed to reflect the actual SLOs and instruction of the course. The course content and SLOs include the method and practice of teaching (lesson planning, pedagogical approaches, theoretical frameworks, etc.) in addition to classroom management, but the course title only identified classroom management as an objective.
3. Catalog Description: changed to reflect the actual SLOs and instruction of the course. The course content and SLOs include the method and practice of teaching (lessons planning, pedagogical approaches, theoretical frameworks, etc.) in addition to classroom management, but the course description only identified classroom management as an objective.
4. Course Title: changed to reflect the actual SLOs and instruction of the course. The course content and SLOs include the method and practice of teaching (lessons planning, pedagogical approaches, theoretical frameworks, etc.) in addition to classroom management, but the course title only identified classroom management as an objective.

EEXE 7401: Lang Dis and Lear

JUSTIFICATION:

This is a pre-consolidation course from Armstrong State, no longer used in COE programs.

ESED 9132: Critical Analysis of Schools and Educational

ELEM 6430: MAT Elementary Science Methods

JUSTIFICATION:

Schedule Type: The addition of an "Asynchronous Instruction" to the schedule type reflects the online delivery model standard in the college of education.

Moved from a spring course to a fall course as a result of the PSC Commission voting to eliminate the rule requiring MAT candidates to complete edTPA in the 3rd semester of employment and program enrollment.

[ELEM 6440: MAT Elementary Mathematics Methods](#)

JUSTIFICATION:

Schedule Type: The addition of an "Asynchronous Instruction" to the schedule type reflects the online delivery model standard in the college of education.

[ELEM 6530: MAT Elementary Social Studies Methods](#)

JUSTIFICATION:

Moved from a spring course to a fall course as a result of the PSC Commission voting to eliminate the rule requiring MAT candidates to complete edTPA in the 3rd semester of employment and program enrollment.

Schedule Type: The addition of an "Asynchronous Instruction" to the schedule type reflects the online delivery model standard in the college of education.

[ELEM 6700: Critical Pedagogy Practicum II](#)

JUSTIFICATION:

Course Title: changed to reflect the practicum as second in a series of three & to be consistent with COE's decision to use the word practicum for any field experience before the final semester and using the word internship for the final semester.

Abbreviated Title: changed to reflect the practicum as second in a series of three

Registrar's Note: Added "other" contact hours to account for the practicum component of course.

[ELEM 6733: MAT Internship I](#)

JUSTIFICATION:

The course name is being revised due to the Georgia Professional Standards Commission reversing the edTPA rule to third semester (not counting summer semester) therefore the course name needs to be changed to reflect placement with the program of study.

The addition of an "Asynchronous Instruction" to the schedule type reflects the online delivery model standard in the college of education.

Course name will change to reflect the sequence of Internship II coming after Internship I.

Moved from a fall course to a spring course as a result of the PSC Commission voting to eliminate the rule requiring MAT candidates to complete edTPA in the 3rd semester of employment and program enrollment.

Registrar's Note: Added "other" contact hours to account for the practicum component of the course.

[ELEM 6799: MAT Internship II](#)

JUSTIFICATION:

The course name is being revised due to the Georgia Professional Standards Commission reversing the edTPA rule to third semester (not counting summer semester) therefore the course name needs to be changed to reflect placement with the program of study.

1. Schedule Type: The addition of an "Asynchronous Instruction" to the schedule type reflects the online delivery model standard in the college of education.

[ELEM 7230: Advanced Language Arts Methods](#)

[ELEM 6440: MAT Elementary Mathematics Methods](#)

JUSTIFICATION:

Schedule Type: The addition of an "Asynchronous Instruction" to the schedule type reflects the online delivery.

Make course catalog description reflect course content.

[ELEM 7233: Teaching Writing in the Elementary School](#)

JUSTIFICATION:

Make course catalog description reflect course content.

[ELEM 7234: Teaching Communication Across Cultures](#)

JUSTIFICATION:

Make course catalog description reflect course content. Revised schedule type to allow for online delivery.

[ELEM 7330: Advanced Mathematics Methods](#)

JUSTIFICATION:

Make course catalog description reflect course content.

[ELEM 7332: Problem Solving and Mathematical Representations in the Elementary Classroom](#)

JUSTIFICATION:

Schedule Type: The addition of an "Asynchronous Instruction" to the schedule type reflects the online delivery model standard in the college of education.

[ELEM 7430: Advanced Science Methods](#)

JUSTIFICATION:

Make course catalog description reflect course content. Revised schedule type to allow for online delivery.

[ELEM 7530: Advanced Social Studies Methods](#)

JUSTIFICATION:

Make course catalog description reflect course content.. Revised schedule type to allow for online delivery.

[ELEM 7799: Professional Internship](#)

JUSTIFICATION:

Schedule Type: The addition of an "Asynchronous Instruction" to the schedule type reflects the online delivery model standard in the college of education.

Moved from a fall course to a spring course as a result of the PSC Commission voting to eliminate the rule requiring MAT candidates to complete edTPA in the 3rd semester of employment and program enrollment.

[ESED 6798: Supervised Practicum](#)

JUSTIFICATION:

Removal of MGED 6131 pre-requisite per the registrar's office as this course is no longer active.

[ESED 8130: Research on Current Trends and Issues](#)

JUSTIFICATION:

The course description was replaced due to errors and missing parts of sentences in the version that was included. Course SLOs, outcomes, and course outline were also added.

-Grammatical error corrected in the pre-requisite section.

[ESED 8131: Teacher Leadership](#)

JUSTIFICATION:

-ESED 8131 Teacher Leadership does not require any pre-requisites or co-requisites. Removing the pre-requisite of ESED 8130 will allow students greater flexibility in course sequences and ease of student registration.

-The course is being revised to add the Student Learning Outcomes and Course Content Outline.

[ELEM 7234: Teaching Communication Across Cultures](#)

JUSTIFICATION:

Make course catalog description reflect course content. Revised schedule type to allow for online delivery.

[ESED 8132: Curriculum and Instruction](#)

JUSTIFICATION:

Removed pre-requisite of ESED 8130 to alleviate registration issues for students. The ESED 8130 course offerings did not match with certain programs.

[ESED 8839: Field Study](#)

JUSTIFICATION:

Revising the prerequisites of ESED 8121 and ESED 8122 and ESED 8839 will help in terms of flexibility in student course sequences and convenience of student registration.

ESED 8839 Field Study has been revised to add Student Learning Outcomes and to add the asynchronous course schedule type. Removed "seminar" from title due to course being a field study and updated catalog description to reflect this change in title.

[FREC 7232: Children's Literature](#)

JUSTIFICATION:

Revision requested by the registrar's office for the removal of cross-listing with ECED 7232 as this is an inactivated course.

[FRER 7130: Educational Research](#)

JUSTIFICATION:

Corrected repeatable for credit.

MOTION: Dr. Dickens made a motion to approve the New Course and Revised Courses submitted by the Department of Elementary and Special Education. A second was made by Dr. Kadlec, and the motion to approve the items was passed.

Deleted Programs:

[EDS-ELEM: Elementary Education \(Grades P-5\) Ed.S. \(Online\)](#)

JUSTIFICATION:

These programs have been revised and combined into one program with separate concentrations. The new program is Teaching and Learning (Grades P-12) Ed.S. Dr. Yasar Bodur, and Dr. Lina Soares notified of the need for program inactivation.

[EDS-SPED: Special Education \(Grades P-12\) Ed.S. \(Online\)](#)

JUSTIFICATION:

These programs have been revised and combined into one program with separate concentrations. The new program is Teaching and Learning (Grades P-12) Ed.S. Dr. Yasar Bodur and Dr. Lina Soares notified of the need for program inactivation/lw

[MAT-ELEM: Teaching M.A.T. \(Concentration in Elementary Education P-5\) \(Hybrid\)](#)

JUSTIFICATION

This program is being replaced by the fully online MAT Elementary program per Department Chair, Yasar Bodur.

Note: This program is being submitted for inactivation. The corrections on the CIM form reflect curricular changes that were approved last academic year- 4/2019. Please disregard.

[MAT-SPED: Teaching M.A.T. \(Concentration in Special Education P-12\) \(Hybrid\)](#)

JUSTIFICATION:

This program has been replaced by a fully online MAT Special Education program per Department Chair, Yasar Bodur.

[ESED 8839: Field Study](#)

JUSTIFICATION:

Note: This program is being submitted for inactivation. The justification section in the CIM form reflect curricular changes that were approved last academic year- 4/2019. Please disregard.

Revised Programs:

[MAT-ELEMED: Teaching M.A.T. \(Concentration in Elementary Education P-5\) \(Online\)](#)

JUSTIFICATION:

Update standardized admission language. Addition of SPED 6130 grade "B" requirement to other program requirements.

READ 7131 and 7330 are being replaced with READ 6131 and 6330 in the program of study. These replacement courses support embedding a reading endorsement within the ELEM MAT as required by the PSC.

Revised order of courses for program alignment.

Removed pathway and certificate of eligibility language per the GaPSC effective Jan, 2020

[MAT-SPECED: Teaching M.A.T. \(Concentration in Special Education P-12\) \(Online\)](#)

JUSTIFICATION:

The program requirement for earning a minimum grade of "B" was added to meet a new Georgia Professional Standards Commission requirement.

Removal of pathway and certificate of eligibility language per the GaPSC effective Jan, 2020.

[MED-CINST/AT: Curriculum and Instruction - Accomplished Teaching M.Ed. \(Online\)](#)

JUSTIFICATION:

Updated program learning outcomes and admission requirements.

[MED-ELED: Elementary Education \(Grades P-5\) M.Ed. \(Online\)](#)

JUSTIFICATION:

Removed certificate of eligibility information in admission requirements; revised program of study for ESOL course corrections, addition of Gifted endorsement as an elective choice and update of program learning outcomes.

[MED-SPED: Special Education \(Grades P-12\) M.Ed. \(Online\)](#)

JUSTIFICATION:

Revised Admission requirement removing the Certificate of Eligibility language per the Ga. PSC effective January, 2020.

MOTION: Dr. Hopkinson made a motion to approve the Deleted Programs and Revised Programs submitted by the Department of Elementary and Special Education. A second was made by Dr. Flynn, and the motion to approve the items was passed.

Department of Leadership, Technology, and Human Development

Revised Courses:

[EDLD 7530: Transformational School Leadership](#)

JUSTIFICATION:

Updated Course Student Learning Outcomes based on revised Standards with the Georgia Professional Standards Commission. Due to the continual changes with the GaPSC, specifics about the courses alignment to Standards were removed. Corrected repeatable for credit and catalog description.

[EDLD 7531: Legal and Ethical Issues in School Leadership](#)

JUSTIFICATION:

Updated Course Student Learning Outcomes based on revised Standards with the Georgia Professional Standards Commission. Due to the continual changes with the GaPSC, specifics about the courses alignment to Standards were removed.

[EDLD 7532: Managing Human Capital](#)

JUSTIFICATION:

Updated Course Student Learning Outcomes based on revised Standards with the Georgia Professional Standards Commission. Due to the continual changes with the GaPSC, specifics about the courses alignment to Standards were removed. Revised no, repeatable for credit and yes, impact educator preparation.

[EDLD 7535: Utilizing Data in Leadership](#)

JUSTIFICATION:

Updated Course Student Learning Outcomes based on revised Standards with the Georgia Professional Standards Commission. Due to the continual changes with the GaPSC, specifics about the courses alignment to Standards were removed. Updated catalog description and corrected repeatable status.

[EDLD 7536: Developing Professional Learning Communities](#)

JUSTIFICATION:

Updated Course Student Learning Outcomes based on revised Standards with the Georgia Professional Standards Commission. Due to the continual changes with the GaPSC, specifics about the courses alignment to Standards were removed. Added Asynchronous Instruction and changed to yes, impacts educator preparation.

[EDLD 7539: Finance for Educational Leaders](#)

JUSTIFICATION:

Updated yes, impacts educator preparation. Revised to add Course Student Learning Outcomes as per the COE request. Corrected repeatable status.

[EDLD 7540: Politics of P-12 Public Education](#)

JUSTIFICATION:

Updated Course Student Learning Outcomes based on revised Standards with the Georgia Professional Standards Commission. Due to the continual changes with the GaPSC, specifics about the courses alignment to Standards were removed. Updated to indicate yes, impacts educator preparation and no repeatable.

[EDLD 7737: Supervised Field Experience I](#)

JUSTIFICATION:

Updated Course Student Learning Outcomes based on revised Standards with the Georgia Professional Standards Commission. Due to the continual changes with the GaPSC, specifics about the courses alignment to Standards were removed. Revised repeatable status, yes, impact educator preparation, and changed to include Lecture and Asynchronous Instruction.

[EDLD 7738: Supervised Field Experience II](#)

JUSTIFICATION:

Updated Course Student Learning Outcomes based on revised Standards with the Georgia Professional Standards Commission. Due to the continual changes with the GaPSC, specifics about the courses alignment to Standards were removed. Changed to include Lecture and Asynchronous Instruction.

[EDLD 7739: Supervised Field Experience III](#)

JUSTIFICATION:

Updated Course Student Learning Outcomes based on revised Standards with the Georgia Professional Standards Commission. Due to the continual changes with the GaPSC, specifics about the courses alignment to Standards were removed. Revised to include levels of Specialist and Doctorate, yes, impact educator preparation, and added Lecture and Synchronous Instruction.

[EDLD 9434: Transformative Educational Leadership Practice I](#)

JUSTIFICATION:

The prerequisite needed to be updated to reflect the fact that both P-12 and Higher Education doctoral students in Educational Leadership take this course in Tier II of the program. Updated program directors and learning/program outcome alignment.

[EDLD 9435: Transformative Educational Leadership Practice II](#)

JUSTIFICATION:

The prerequisite needed to be updated to reflect the fact that both P-12 and Higher Education doctoral students in Educational Leadership take this course in Tier II of the program. Updated program directors and learning/program outcome alignment.

[EDLD 9531: Educational Leadership in the 21st Century](#)

JUSTIFICATION:

The prerequisite needed to be updated to reflect the fact that both P-12 and Higher Education doctoral students in Educational Leadership take this course in Tier II of the program. Updated program directors and learning/program outcome alignment.

[EDLD 9534: Emerging Pedagogical Approaches in Educational Leadership](#)

JUSTIFICATION:

The prerequisite needed to be updated to reflect the fact that both P-12 and Higher Education doctoral students in Educational Leadership take this course in Tier II of the program. Updated program directors and learning/program outcome alignment.

[EDLD 9631: Research Seminar I](#)

JUSTIFICATION:

The course description has been updated to meet the needs of our program and our students. The prerequisite needed to be updated to reflect the fact that both P-12 and Higher Education doctoral students in Educational Leadership take this course in Tier II of the program. Updated program directors and learning/program outcome alignment.

[EDLD 9632: Research Seminar II](#)

JUSTIFICATION:

Updated program directors and learning/program outcome alignment. The course description has been updated to meet the needs of our program and our students.

[EDLD 9633: Research Seminar III](#)

JUSTIFICATION:

The prerequisite needed to be updated to make sure students are not allowed to take this course unless they get a grade of "C" or higher in the previous course in the sequence. Updated program directors and learning/program outcome alignment. The course description has been updated to meet the needs of our program and our students. Updated schedule type to allow for online delivery.

[EDLD 9634: Research Seminar IV](#)

JUSTIFICATION:

The prerequisite needed to be updated to make sure students are not allowed to take this course unless they get a grade of "C" or higher in the previous course in the sequence. Updated program directors and learning/program outcome alignment. The course description has been updated to meet the needs of our program and our students. Revised schedule type to allow for online delivery.

Revised Programs:

[CERG-LEAD/I: Educational Leadership Tier I Certificate Program \(Online\)](#)

JUSTIFICATION:

As per the request from the College of Education, Program Learning Outcomes have been added to the EDLD MED P-12 program. Additionally, as per a College of Education initiative and in collaboration with GASC/COE support from Lisa Wilson, the program now contains revised admissions and catalog language to be consistent with other programs across the college as well as clarify the process for our incoming students. The catalog admissions requirements changed to add a required Resume. The language was also clarified to differentiate between Admissions Requirements and Other Program Requirements. The revisions were intended to streamline all Educational Leadership programs for consistency across programs in the EDLD MED P-12, Tier I Certification EDLD, and Teacher Leadership Endorsement. Overall, these changes are intended to refine the catalog.

EDD-EDLDRSHP: Educational Leadership Ed.D.

JUSTIFICATION:

These changes in the catalog reflect changes made in collaboration with the COE and GASC to streamline the verbiage to be consistent with other COE programs. We also included Program Learning Outcomes to align with our professional guidelines. Reorganized the catalog information to make clear

to students and those working within these programs. Updated Program Director information in CIM. None of these proposed changes will impact other programs outside of Educational Leadership.

In addition, we would like to add an existing course to the Tier 1 Higher Education program of study into the Leadership Core. This course is currently listed as EDLD 9533: Globalization in Higher Education. A course revision is simultaneously being submitted to change the course number (to EDLD 8537) and academic level to allow M.Ed. Higher Education Administration and Tier 1 Higher Education doctoral students to take the course. This change will not impact any other areas, as it is an existing course that was for higher education students. This change would necessitate a move of EDLD 8433: Higher Education Policy from the Leadership Core to the Higher Education Professional Core. The higher education faculty feel the topic of globalization in higher education is something that should be required for the Tier 1 higher education students (in the Leadership Core), while policy can be an area that students may want to specialize in (and thus be an option for them to select in the Higher Education Professional Core).

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong and Liberty.

[ENDORS-TCLED: Teacher Leadership Endorsement \(Online\)](#)

JUSTIFICATION:

As per the request from the College of Education, Program Learning Outcomes have been added to the EDLD MED P-12 program. Additionally, as per a College of Education initiative and in collaboration with GASC/COE support from Lisa Wilson, the program now contains revised admissions and catalog language to be consistent with other programs across the college as well as clarify the process for our incoming students. The catalog admissions requirements changed to remove the required GPA (as this is an Endorsement add-on not a degree or certification granting program as well a new admission requirements as per the Georgia Professional Standards Commission (GaPSC) was added to now add this endorsement to an Induction certificate (old rule required a Professional certificate) with one completed year of teaching experience. The language was also clarified to differentiate between Admissions Requirements, GaPSC Requirements, and Other Program Requirements. The revisions were intended to streamline all Educational Leadership programs for consistency across programs in the EDLD MED P-12, Tier I Certification EDLD, and Teacher Leadership Endorsement. Overall, these changes are intended to refine the catalog.

[MED-COUN: Counselor Education M.Ed.](#)

JUSTIFICATION:

Faculty would like to see two letters of recommendation as part of the application process to better assess applicants for admission to the program.

Requested changes are needed to bring the program description for the school counseling concentration into alignment with initial certification requirements, per Deborah Thomas and Matt Dunbar.

This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong, Liberty.

[MED-EDLED: Educational Leadership M.Ed. \(Online\)](#)

JUSTIFICATION:

As per the request from the College of Education, Program Learning Outcomes have been added to the EDLD MED P-12 program. Additionally, as per a College of Education initiative and in collaboration with GASC/COE support from Lisa Wilson, the program now contains revised admissions and catalog language to be consistent with other programs across the college as well as clarify the process for our incoming students. The catalog admissions requirements remained the same except for the addition of a required resume for admissions. The language was also clarified to differentiate between Admissions Requirements and Other Program Requirements. The revisions

were intended to streamline all Educational Leadership programs for consistency across programs in the EDLD MED P-12, Tier I Certification EDLD, and Teacher Leadership Endorsement.

MOTION: Dr. Harter made a motion to approve the agenda items submitted by the Department of

Leadership, Technology, and Human Development. A second was made by Dr. Posick, and the motion to approve the Revised Courses and Revised Programs was passed.

Department of Middle Grades and Secondary Education

Revised Course:

[MSED 6738: Supervised Practicum in Middle and Secondary Education](#)

JUSTIFICATION:

Original course title did not include middle grades education. The title was revised to include both middle grades and secondary education.

Deleted Programs:

[EDS-MGE: Middle Grades Education \(Grades 4-8\) Ed.S. \(Online\)](#)

JUSTIFICATION:

These programs have been revised and combined into one program with separate concentrations. The new program is Teaching and Learning (Grades P-12) Ed.S. Ar. Amelia Adkins and Dr. Lina Soares notified of the need for program inactivation/lw.

[EDS-SECED: Secondary Education \(Grades 6-12\) Ed.S. \(Online\)](#)

JUSTIFICATION:

These programs have been revised and combined into one program with separate concentrations. The new program is Teaching and Learning (Grades P-12) Ed.S. Dr. Amelia Adkins and Dr. Lina Soares notified of the need for program inactivation/lw.

Revised Programs:

[: Teaching and Learning \(Grades P-12\) Ed.S.](#)

JUSTIFICATION:

Revised admission requirements to remove Certificate of Eligibility language

[CERG-TCLADS: Teaching Culturally and Linguistically Diverse Students Certificate \(Online\)](#)

JUSTIFICATION:

Revised admission requirements to remove Certificate of Eligibility language per the GaPSC rule change effective Jan 2020.

This program is offered 100% online

[ENDORS-GIFT: Gifted In-field Graduate Endorsement \(Online\)](#)

JUSTIFICATION:

Revised admission requirements to remove Certificate of Eligibility language per the GaPSC effective Jan, 2020.

[MAT-HPE: Teaching M.A.T. \(Concentration in Health and Physical Education P-12\) \(Online\)](#)

JUSTIFICATION:

Removed pathway and certificate of eligibility language from the program per the GaPSC effective Jan. 2020.

The program is offered online

[MAT-MGED: Teaching M.A.T. \(Concentration in Middle Grades Education Grades 4-8\) \(Online\)](#)

JUSTIFICATION:

Further revision to the program of study to align program steps with semester course offerings. Removed pathway and certificate of eligibility language per the GaPSC effective Jan, 2020.

[MAT-SCED: Teaching M.A.T. \(Concentration in Secondary Education Grades 6-12\) \(Online\)](#)

JUSTIFICATION:

Removed pathway and certificate of eligibility language from the POS per the GaPSC effective Jan, 2020.

[MAT-SPAN: Teaching M.A.T. \(Concentration in Spanish Education P-12\)](#)

JUSTIFICATION:

Removed pathway and certificate of eligibility language from the program per the GaPSC effective Jan, 2020.

The program will be offered on the Statesboro Campus. The program will not be offered on the Armstrong or Hinesville campus.

[MED-TCLAD: Teaching Culturally and Linguistically Diverse Students \(TCLD\) M.Ed. \(Online\)](#)

JUSTIFICATION:

Revised admission requirements to remove Certificate of Eligibility language per the GaPSC rule change effective Jan 2020.

MOTION: Dr. Kadlec made a motion to approve the agenda items submitted by the Department of Middle Grades and Secondary Education. A second was made by Dr. Dickens and the motion to approve the Revised Course, Deleted Programs, and Revised Programs was passed.

H. Jack N. Averitt College of Graduate Studies

Ms. Candace Griffith and Dr. Walker presented the agenda item for the Jack N. Averitt College of Graduate Studies.

Revised Policy:

Graduate Faculty Policy

Ms. Griffith explained she is in the process of updating the Faculty Handbook for next year and she is proposing some clean up language for the Graduate Committee's consideration. The purpose of the revisions is to provide clarity to the policy. Dr. Walker added that most of the clarification is related to the affiliate membership

MOTION: Dr. Harter made a motion to approve the agenda item submitted by the Jack N. Averitt College of Graduate Studies. A second was made by Dr. Flynn and the motion to approve the revised language was passed.

The revised Graduate Faculty Policy is below.

321.02 Graduate Faculty Policy

Purpose

The purpose of the Graduate Faculty Policy is to ensure that graduate programs are comprised of faculty who are active, productive, creative scholars, or creative performers in their discipline in order to teach graduate students how to be active scholars, practitioners, and/or performers in their own right. Graduate faculty must be involved in the current knowledge, methods, and techniques of their disciplines. This modeling of sustained scholarship/performance is the cornerstone of quality graduate education.

Policy

There are two categories of graduate faculty—member and affiliate. Members of the graduate faculty hold a terminal degree, are on tenured or tenure-track appointments, and are granted graduate faculty status upon appointment to the faculty at Georgia Southern University. Affiliate graduate faculty status may include any non-tenure track faculty who also hold a terminal degree and are appropriately credentialed to teach graduate classes and serve on thesis and dissertation committees. Affiliate status can also be used to recognize outstanding scholars, including those who work in government agencies, private industry, healthcare, and education who are not full-time employees of Georgia Southern University and who may not have a terminal degree, but who participate on thesis and dissertation committees only.

Members are eligible:

- to teach graduate courses;
- to serve as members on university graduate committees;
- to serve on program-level examination committees; and
- to direct and/or chair master's and doctoral committees as approved by the department/school.

Affiliates are eligible:

- to teach graduate courses—as long as the faculty member meets the eligibility criteria outlined in the [University's Credentialing Manual for Teaching Faculty](#);
- to serve on program-level examination committees; and
- for membership on and/or co-chair master's and doctoral committees as approved by the department/school.

Member and affiliate graduate faculty status is granted permanently. All faculty who are awarded emeriti designation retain their graduate faculty status.

Exclusion

Faculty granted affiliate status who do not hold a terminal degree will not be eligible to teach graduate courses but may be eligible to serve on program-level examination committees and thesis and dissertation committees.

Procedure

To award affiliate graduate faculty status, a notification form must be completed and forwarded through the appropriate dean's office to the College of Graduate Studies for processing. The notification form must clearly indicate whether the appointment will include graduate level instruction. All decisions regarding affiliate graduate faculty status are final at the dean's level as long as the faculty member meets the eligibility criteria outlined in the University's *Credentialing Manual for Teaching Faculty*¹. Conflicts with the *Credentialing Manual for Teaching Faculty* will be returned to the applicable dean's office.

Approved by Faculty Senate, October 16, 2018; President, February 13, 2019; President's Cabinet, February 2019.

¹See *Credentialing Manual for Teaching Faculty*, page 2: https://drive.google.com/file/d/1qD0pUwOxTWpp_MKjAJkCOagNB4jDB9s/view.

I. Comprehensive Program Reviews

College of Behavioral and Social Sciences:

Doctor of Clinical Psychology (PsyD) – *presented by Dr. Chad Posick*

MOTION: Dr. Ms. Nikki Cannon-Rech made a motion to approve the report presented for the Doctor of Clinical Psychology (PsyD) program. A second was made by Dr. Hansen, and the motion to approve was passed.

Parker College of Business:

Master of Business Administration (MBA) – *presented by Dr. Constantin Ogloblin*

Master of Business Administration (MBA) WebMBA Track – *presented by Dr. Ogloblin*

MOTION: Dr. Harter made a motion to approve the reports presented for the Parker College of Business programs. A second was made by Dr. Kadlec, and the motion to approve was passed.

College of Engineering and Computing

Master of Science in Applied Engineering (MSAE) – *presented by Dr. Gina Crabb*

MOTION: Dr. Kadlec made a motion to approve the report presented for the Master of Science in Applied Engineering (MSAE) program. A second was made by Dr. Harter, and the motion to approve was passed.

Waters College of Health Professions

Master of Health Administration (MHA) – *presented by Dr. Alma Stevenson*

MOTION: Dr. Harter made a motion to approve the report presented for the Master of Health Administration (MHA) program. A second was made by Dr. Kadlec, and the motion to approve was passed.

Master of Science in Kinesiology (MS) – *presented by Dr. Andrew Hansen*

MOTION: Dr. Harter made a motion to approve the report presented for the Master of Science in Kinesiology (MS) program. A second was made by Mrs. Cannon-Rech, and the motion to approve was passed.

Jiann-Ping Hsu College of Public Health

Doctor of Public Health (DrPH) – *presented by Dr. Nicholas Holtzman*

MOTION: Dr. Kadlec made a motion to approve the report presented for the Doctor of Public Health (DrPH) program. A second was made by Mrs. Cannon-Rech, and the motion to approve was passed.

The approved program review reports are included at the end of the minutes.

VI. OLD BUSINESS

- A. SLOs/Course Objectives Sub-Committee** – Dr. Dickens stated the sub-committee has completed its task of reviewing all graduate courses. Dr. Delena Bell Gatch and Ms. Griffith will be reaching out to share the sub-committee's comprehensive spreadsheet with Deans, Department Chairs, and Program Directors. Comments from the sub-committee are included in the document.
- B. Registrar's Office Update** – Ms. Doris Mack stated the Registrar's Office is working on a number of projects. IT Services is assisting them with moving all courses to asynchronous for the summer. Asynchronous schedule type will be added to courses with a campus code of 10 (Statesboro), 20 (Armstrong), and 30 for

Liberty. IT Services will be updating the sections themselves to be sure they are coded correctly. Ms. Mack said this project will take several steps, but they hope to have this completed within the next week or so.

The Registrar's Office will begin another project on May 1. They will ask CourseLeaf to take CIM offline to allow CourseLeaf time to update the CIM form pages with the changes that were approved by the committees. They are not sure how long this process will take. Once CourseLeaf makes the

updates the Registrar's Office will review the layout and test the system to make sure everything is working correctly.

Once the CIM forms are updated they will be working on the Banner bridge project. This project will allow for all information for new courses and course revisions to be pushed into Banner automatically, so that the Registrar's Office does not have to do this manually. This project is scheduled to begin at the end of June. This could take a couple of days or weeks to complete.

VII. ANNOUNCEMENTS – There were no announcements.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on April 9, 2020 at 10:33 AM.

Respectfully submitted,

Audie Graham, Recording Coordinator

Minutes were approved April 15, 2020 by electronic vote of Committee Members

Approved program review reports are below.

2019-2020 Comprehensive Program Review Feedback

The following scores and comments are provided by the graduate committee for your consideration.

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
A	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
B	<p>The program supplements the data provided in the template tables with data it collects* (related to student quality) to develop a more robust understanding of the quality of entering and exiting students in the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p> <p>*Supplemental data could be met by providing the data noted in the template table with a "(from departmental surveys)" notation.</p>	<p>If missing any data in the template tables (e.g., data the program should be providing*), the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects* to document other measures related to student quality.</p> <p>Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: Add comparative data on peer and aspirational programs here.

PsyD Clinical Psychology

College of Behavioral & Social Sciences

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
C	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

PsyD Clinical Psychology

College of Behavioral & Social Sciences

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
D	Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how student quality has changed over time, but is not sufficiently detailed to support the conclusion.	Student quality over time (trend data) is not addressed.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

PsyD Clinical Psychology

College of Behavioral & Social Sciences

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
E	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance student quality moving forward.	Analysis includes a vague description of future efforts to improve student quality, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing student quality.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
F	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality and productivity of faculty. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality and productivity of faculty. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality and productivity of faculty. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
<p>G The program supplements the data provided in the template tables with data it collects (related to the quality and productivity of faculty) to develop a more robust understanding of the quality and productivity of faculty. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to the quality and productivity of faculty. Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: Add comparative data on peer and aspirational programs here.

PsyD Clinical Psychology

College of Behavioral & Social Sciences

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
H	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

PsyD Clinical Psychology

College of Behavioral & Social Sciences

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
I	Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how the quality and productivity of faculty has changed over time, but is not sufficiently detailed to support the conclusion.	Faculty quality and productivity over time (trend data) is not addressed.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
J	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the quality and productivity of faculty moving forward.	Analysis includes a vague description of future efforts to improve the quality and productivity of faculty, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the quality and productivity of faculty.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
K	The analysis includes a detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed. Program's findings are placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Analysis lists the program's student learning outcomes, and provides a vague description of the points in the curriculum where each is assessed, but the findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Narrative does not report the student learning outcomes, nor at what points in the curriculum they are assessed. Program's findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

PsyD Clinical Psychology

College of Behavioral & Social Sciences

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
L	The analysis includes a thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions (documentation includes a curriculum map and program of study).	The analysis indicates how the curriculum is structured and sequenced to support the attainment of student learning outcomes, but does not indicate how skills, abilities, knowledge, and dispositions may be scaffolded through the curriculum.	Narrative lists the program of study from the catalog, failing to address how the curriculum was built (structured / sequenced) to support the attainment of the student learning outcomes.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

PsyD Clinical Psychology

College of Behavioral & Social Sciences

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
M	Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence.	If the program has not kept current with trends in the discipline, the analysis discusses the program's continued viability in light of any deviations.	The narrative does not address current trends in the discipline nor how those may be reflected in the program's curriculum.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

PsyD Clinical Psychology

College of Behavioral & Social Sciences

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
N	The analysis includes a discussion of how well the program meets its student learning outcomes (e.g., documenting the level of achievement), including a summary of any curricular changes made as a result of the findings and analysis of the annual academic assessment reports.	Analysis includes a summary of curricular changes made, but does not relate them back to specific student learning outcomes and the findings and analysis in the annual academic assessment plans. Evidence of how well the program meets its student learning outcomes is provided.	Narrative does not discuss any curricular changes made or provide any evidence showing how well the program meets its student learning outcomes.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

PsyD Clinical Psychology

College of Behavioral & Social Sciences

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
O	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the curriculum and student learning moving forward.	Analysis includes a vague description of future efforts to improve the curriculum and student learning, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for Improving/enhancing the curriculum and/or student learning.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
P	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the viability of the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the viability of the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the viability of the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
Q	The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability of the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to program viability. Program fails to provide comparative data with which to place their findings into context.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
R	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
S Analysis includes a detailed description of how program viability has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how program viability has changed over time, but is not sufficiently detailed to support the conclusion.	Program viability over time (trend data) is not addressed.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
T	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance program viability moving forward.	Analysis includes a vague description of future efforts to improve program viability, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing program viability.

SCORE: 3 - Meets Expectations

COMMENTS: Analysis includes a detailed description of the plans to enhance the program's viability.

2019-2020 Comprehensive Program Review Feedback

CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
U	The analysis includes a clear assessment (with supporting evidence) of how well the program meets its goals and objectives based upon the categories listed in the 'categorical summation' of the program review template.	The analysis indicates the program meets or does not meet its stated goals/objectives, but does not provide enough evidence to make the case.	The narrative does not indicate whether the program meets or does not meet its stated goals/objectives nor provide any evidence.

SCORE: 3 - Meets Expectations

COMMENTS: Helpful additional information is provided in the summary.

2019-2020 Comprehensive Program Review Feedback

CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
V	The analysis addresses all points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation highlights shifting trends and market forces that might impact program demand and notes how the program will respond.	The analysis addresses most but not all of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation includes a discussion of shifting trends and market forces that might impact program demand but fails to note how the program will respond.	The analysis fails to address most of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation fails to include a discussion of shifting trends and market forces that might impact program demand and how the program will respond.

SCORE: 3 - Meets

Expectations COMMENTS:

Meets expectations.

2019-2020 Comprehensive Program Review Feedback

The following scores and comments are provided by the graduate for your consideration.

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
A	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets Expectations

COMMENTS: Findings are discussed in terms of the program's goals and specific, measurable objectives. Findings state the broad goals and measurable objectives and provide evidence how well the program meets them.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
B	<p>The program supplements the data provided in the template tables with data it collects* (related to student quality) to develop a more robust understanding of the quality of entering and exiting students in the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p> <p>*Supplemental data could be met by providing the data noted in the template table with a "<i>(from departmental surveys)</i>" notation.</p>	<p>If missing any data in the template tables (e.g., data the program should be providing*), the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects* to document other measures related to student quality.</p> <p>Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: There is little comparative data analysis. There is no clear indication in the report template, however, that these data need to be analyzed.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
C	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: The program's findings are thoroughly described based upon all measures documented in the template tables.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
D	Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how student quality has changed over time, but is not sufficiently detailed to support the conclusion.	Student quality over time (trend data) is not addressed.

SCORE: 3 - Meets Expectations

COMMENTS: The Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
E	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance student quality moving forward.	Analysis includes a vague description of future efforts to improve student quality, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing student quality.

SCORE: 3 - Meets Expectations

COMMENTS: Analysis includes an action plan of how the program intends to enhance student quality.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
F	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality and productivity of faculty. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality and productivity of faculty. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality and productivity of faculty. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets Expectations

COMMENTS: A very detailed and substantiated discussion of the quality and productivity of faculty in terms of the program's goals and specific, measurable objectives. The conclusions are supported with evidence.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
<p>G The program supplements the data provided in the template tables with data it collects (related to the quality and productivity of faculty) to develop a more robust understanding of the quality and productivity of faculty. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to the quality and productivity of faculty. Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: The report lacks comparative analysis against other peer/aspirational and top-rated programs. There is no clear indication in the report template, however, that this analysis is necessary.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
H	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: Program's findings are thoroughly described based upon all measures documented in the template tables.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
I	Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how the quality and productivity of faculty has changed over time, but is not sufficiently detailed to support the conclusion.	Faculty quality and productivity over time (trend data) is not addressed.

SCORE: 3 - Meets Expectations

COMMENTS: Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and since the last program review.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
J	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the quality and productivity of faculty moving forward.	Analysis includes a vague description of future efforts to improve the quality and productivity of faculty, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the quality and productivity of faculty.

SCORE: 3 - Meets Expectations

COMMENTS: The report includes a detailed action plan of how the program plans to enhance the quality and productivity of faculty.

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
K	The analysis includes a detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed. Program's findings are placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Analysis lists the program's student learning outcomes, and provides a vague description of the points in the curriculum where each is assessed, but the findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Narrative does not report the student learning outcomes, nor at what points in the curriculum they are assessed. Program's findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.

SCORE: 3 - Meets Expectations

COMMENTS: A very detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed.

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
L	The analysis includes a thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions (documentation includes a curriculum map and program of study).	The analysis indicates how the curriculum is structured and sequenced to support the attainment of student learning outcomes, but does not indicate how skills, abilities, knowledge, and dispositions may be scaffolded through the curriculum.	Narrative lists the program of study from the catalog, failing to address how the curriculum was built (structured / sequenced) to support the attainment of the student learning outcomes.

SCORE: 3 - Meets Expectations

COMMENTS: A thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions.

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
M	Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence.	If the program has not kept current with trends in the discipline, the analysis discusses the program's continued viability in light of any deviations.	The narrative does not address current trends in the discipline nor how those may be reflected in the program's curriculum.

SCORE: 3 - Meets Expectations

COMMENTS: Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence. In fact, the new curriculum is based on extensive research over several years on the current trends in graduate management education.

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
N	The analysis includes a discussion of how well the program meets its student learning outcomes (e.g., documenting the level of achievement), including a summary of any curricular changes made as a result of the findings and analysis of the annual academic assessment reports.	Analysis includes a summary of curricular changes made, but does not relate them back to specific student learning outcomes and the findings and analysis in the annual academic assessment plans. Evidence of how well the program meets its student learning outcomes is provided.	Narrative does not discuss any curricular changes made or provide any evidence showing how well the program meets its student learning outcomes.

SCORE: 3 - Meets Expectations

COMMENTS: A thorough discussion of how well the program meets its student learning outcomes that includes a summary of any curricular changes made as a result of the findings.

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
O	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the curriculum and student learning moving forward.	Analysis includes a vague description of future efforts to improve the curriculum and student learning, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for Improving/enhancing the curriculum and/or student learning.

SCORE: 3 - Meets Expectations

COMMENTS: A detailed description of how the program plans to enhance the curriculum and student learning moving forward.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
P	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the viability of the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the viability of the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the viability of the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets Expectations

COMMENTS: A thorough discussion of the program viability in terms of its goals and specific, measurable objectives.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
Q	The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability of the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to program viability. Program fails to provide comparative data with which to place their findings into context.

SCORE: 3 - Meets Expectations

COMMENTS: The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability of the program.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
R	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: Program's findings are thoroughly described based upon all measures documented in the template tables.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
S Analysis includes a detailed description of how program viability has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how program viability has changed over time, but is not sufficiently detailed to support the conclusion.	Program viability over time (trend data) is not addressed.

SCORE: 3 - Meets Expectations

COMMENTS: Analysis includes a detailed description of how program viability has changed over time and since the last program review.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
T	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance program viability moving forward.	Analysis includes a vague description of future efforts to improve program viability, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing program viability.

SCORE: 3 - Meets Expectations

COMMENTS: Analysis includes thorough descriptions of how the program plans to enhance its viability.

2019-2020 Comprehensive Program Review Feedback

CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
U	The analysis includes a clear assessment (with supporting evidence) of how well the program meets its goals and objectives based upon the categories listed in the 'categorical summation' of the program review template.	The analysis indicates the program meets or does not meet its stated goals/objectives, but does not provide enough evidence to make the case.	The narrative does not indicate whether the program meets or does not meet its stated goals/objectives nor provide any evidence.

SCORE: 3 - Meets Expectations

COMMENTS: The analysis includes a clear, thorough, and substantiated assessment of how well the program meets its goals and objectives.

2019-2020 Comprehensive Program Review Feedback

CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
V	The analysis addresses all points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation highlights shifting trends and market forces that might impact program demand and notes how the program will respond.	The analysis addresses most but not all of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation includes a discussion of shifting trends and market forces that might impact program demand but fails to note how the program will respond.	The analysis fails to address most of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation fails to include a discussion of shifting trends and market forces that might impact program demand and how the program will respond.

SCORE: 3 - Meets Expectations

COMMENTS: The analysis addresses all points. The summation highlights shifting trends and market forces that might impact program demand and notes how the program will respond.

2019-2020 Comprehensive Program Review Feedback

The following scores and comments are provided by the graduate for your consideration.

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
A	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: This is a good format that makes reading the goals and objectives very easy. Where possible, indicate specific percents or frequencies (e.g., "increase applicant pool.")

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
B	<p>The program supplements the data provided in the template tables with data it collects* (related to student quality) to develop a more robust understanding of the quality of entering and exiting students in the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p> <p>*Supplemental data could be met by providing the data noted in the template table with a "(from departmental surveys)" notation.</p>	<p>If missing any data in the template tables (e.g., data the program should be providing*), the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects* to document other measures related to student quality.</p> <p>Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 3 - Meets Expectations

COMMENTS: Great analysis of student quality.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
C	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: All measures are described.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
D	Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how student quality has changed over time, but is not sufficiently detailed to support the conclusion.	Student quality over time (trend data) is not addressed.

SCORE: 3 - Meets Expectations

COMMENTS: Good longitudinal assessments.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
E	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance student quality moving forward.	Analysis includes a vague description of future efforts to improve student quality, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing student quality.

SCORE: 3 - Meets Expectations

COMMENTS: Good analysis and action

plan.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
F	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality and productivity of faculty. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality and productivity of faculty. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality and productivity of faculty. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets Expectations

COMMENTS: Broad goals and measurable objectives are covered.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
<p>G The program supplements the data provided in the template tables with data it collects (related to the quality and productivity of faculty) to develop a more robust understanding of the quality and productivity of faculty.</p> <p>Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review.</p> <p>Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to the quality and productivity of faculty. Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 3 - Meets Expectations

COMMENTS: Good use of comparative data.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
H	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: All measures are mentioned in the analysis.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
I	Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how the quality and productivity of faculty has changed over time, but is not sufficiently detailed to support the conclusion.	Faculty quality and productivity over time (trend data) is not addressed.

SCORE: 3 - Meets Expectations

COMMENTS: Faculty quality is thoroughly discussed.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
J	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the quality and productivity of faculty moving forward.	Analysis includes a vague description of future efforts to improve the quality and productivity of faculty, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the quality and productivity of faculty.

SCORE: 3 - Meets Expectations

COMMENTS: Improvement plan is in

place.

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
K	The analysis includes a detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed. Program's findings are placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Analysis lists the program's student learning outcomes, and provides a vague description of the points in the curriculum where each is assessed, but the findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Narrative does not report the student learning outcomes, nor at what points in the curriculum they are assessed. Program's findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.

SCORE: 3 - Meets Expectations

COMMENTS: SLOs and curriculum map is clear and comprehensive.

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
L	The analysis includes a thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions (documentation includes a curriculum map and program of study).	The analysis indicates how the curriculum is structured and sequenced to support the attainment of student learning outcomes, but does not indicate how skills, abilities, knowledge, and dispositions may be scaffolded through the curriculum.	Narrative lists the program of study from the catalog, failing to address how the curriculum was built (structured / sequenced) to support the attainment of the student learning outcomes.

SCORE: 3 - Meets Expectations

COMMENTS: Sequencing is explained very well.

2019-2020 Comprehensive Program Review Feedback

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
M	Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence.	If the program has not kept current with trends in the discipline, the analysis discusses the program's continued viability in light of any deviations.	The narrative does not address current trends in the discipline nor how those may be reflected in the program's curriculum.

SCORE: 3 - Meets Expectations

COMMENTS: Current trends are included and discussed.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
N	The analysis includes a discussion of how well the program meets its student learning outcomes (e.g., documenting the level of achievement), including a summary of any curricular changes made as a result of the findings and analysis of the annual academic assessment reports.	Analysis includes a summary of curricular changes made, but does not relate them back to specific student learning outcomes and the findings and analysis in the annual academic assessment plans. Evidence of how well the program meets its student learning outcomes is provided.	Narrative does not discuss any curricular changes made or provide any evidence showing how well the program meets its student learning outcomes.

SCORE: 3 - Meets Expectations

COMMENTS: Meeting SLOs are covered and described extensively.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
O	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the curriculum and student learning moving forward.	Analysis includes a vague description of future efforts to improve the curriculum and student learning, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for Improving/enhancing the curriculum and/or student learning.

SCORE: 3 - Meets Expectations

COMMENTS: Detailed action plan is included.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
P	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the viability of the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the viability of the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the viability of the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets Expectations

COMMENTS: Broad goals and measurable outcomes are mentioned.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
Q	The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability of the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to program viability. Program fails to provide comparative data with which to place their findings into context.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: A bit more can be added here. How does the program compare to peer institutions outside of the USG?

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
R	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: All measures are discussed.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
S Analysis includes a detailed description of how program viability has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how program viability has changed over time, but is not sufficiently detailed to support the conclusion.	Program viability over time (trend data) is not addressed.

SCORE: 3 - Meets Expectations

COMMENTS: Viability over time is adequately discussed.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
T	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance program viability moving forward.	Analysis includes a vague description of future efforts to improve program viability, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing program viability.

SCORE: 3 - Meets Expectations

COMMENTS: Detailed plan is included.

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CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
U	The analysis includes a clear assessment (with supporting evidence) of how well the program meets its goals and objectives based upon the categories listed in the 'categorical summation' of the program review template.	The analysis indicates the program meets or does not meet its stated goals/objectives, but does not provide enough evidence to make the case.	The narrative does not indicate whether the program meets or does not meet its stated goals/objectives nor provide any evidence.

SCORE: 3 - Meets Expectations

COMMENTS: Meeting goals and objectives is discussed.

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CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
V	The analysis addresses all points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation highlights shifting trends and market forces that might impact program demand and notes how the program will respond.	The analysis addresses most but not all of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation includes a discussion of shifting trends and market forces that might impact program demand but fails to note how the program will respond.	The analysis fails to address most of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation fails to include a discussion of shifting trends and market forces that might impact program demand and how the program will respond.

SCORE: 3 - Meets Expectations

COMMENTS: Academic achievements are discussed.

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The following scores and comments are provided by the graduate committee for your consideration.

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
A	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: This section contains a discussion of the evolution of the program. Although important to know regarding the viability of the program, this information is better served in a different section. The two goals that are included are related to what the program offers students, not what kind of students are recruited or the quality of these students upon exiting the program. Recommend changing these goals to something related to improving the entering quality of student such as "have a GPA of 3.0 to qualify for the program". This would seem reasonable given the students must maintain a GPA of 3.0 to remain in the program. Also recommend drawing more of the data from the table into the narrative to describe the students entering in and leaving the program. The narrative needs to add more data and explanation, especially an explanation related to goals and objectives.

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ANALYSIS OF STUDENT QUALITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
<p>B The program supplements the data provided in the template tables with data it collects* (related to student quality) to develop a more robust understanding of the quality of entering and exiting students in the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p> <p>*Supplemental data could be met by providing the data noted in the template table with a "(from departmental surveys)" notation.</p>	<p>If missing any data in the template tables (e.g., data the program should be providing*), the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects* to document other measures related to student quality.</p> <p>Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: Review does have a chart with Program Goals or Objectives. In this section, there are other measures of the quality of students exiting the program. This should be placed in the narrative. If the findings were not achieved, how will the program change to accomplish these targets?

There are target measures in program goals for exiting students. There is no mention of these targets in the narrative. Example, a target mentioned was that the program would graduate 5 students per year. Is this something that was accomplished? Is this a number that is appropriate? Do you need to modify this number based on those students entering into the program? How successful are these students? Do 50% actually get placed after graduation? However, the narrative states this program has been restructured.

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ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
C	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: There is vague mention of the data in the table of the Program Goals table. A suggestion may be to integrate this information into the narrative.

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ANALYSIS OF STUDENT QUALITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
D Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how student quality has changed over time, but is not sufficiently detailed to support the conclusion.	Student quality over time (trend data) is not addressed.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: There is no discussion of how this trends over time. No mention of the last review period. This might help explain why there was such a shift in the overall program in terms of viability. “We have students coming in. These students have not been successful over time. We changed the entry qualifications. These students were able to succeed. We have finally met our goal of 50% entering into the workforce at their degree level.” This shows the movement over time how your program evaluated, modified, evaluated again, and then succeeded.

Perhaps a mention of the diversity within the program and how it evolved over time. Were there specific changes made over time that improved the diversity within this program?

The introductory letter gave an explanation stating that previous data is not available because most of the program’s concentrations have been phased-out.

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ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
E	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance student quality moving forward.	Analysis includes a vague description of future efforts to improve student quality, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing student quality.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: There is a vague Action Plan included for each Program Goal. There is no mention of these in the narrative. Suggest you include these in the narrative section. For each action plan, state how you will accomplish this plan. Do you have someone already designated to do the follow-up on these graduate students exiting the program? Are there any plans to improve the quality of those students entering and exiting? There is mention that the GRE was dropped for those students in 2018 entering into the program. What is the action plan for improving those students entering into the program? Have you found that the GPA measure was enough?

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
F	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality and productivity of faculty. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality and productivity of faculty. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality and productivity of faculty. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: Many of the fields are empty or have ME, EE, CE IT, CS in them. What does this mean to the program and to the Faculty Quality? There is no information regarding the Institutional Indicators or the External Quality assurance. Do these make a difference? Are they N/A?

This appears to be a new faculty group due to program modifications? There is vague mention of what the future goals for faculty development looks like, but little description of the faculty now. Described as "well qualified", yet not stating why this is so. This section could be vastly improved by identifying those qualities in the faculty that make them "well qualified". What does the data in the table mean when describing the faculty in the program? What is the ratio of student to faculty? How does that effect your program outcomes?

Narrative needs to provide more evidence.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
G The program supplements the data provided in the template tables with data it collects (related to the quality and productivity of faculty) to develop a more robust understanding of the quality and productivity of faculty. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to the quality and productivity of faculty. Program fails to provide comparative data with which to place their findings into context.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: There is no supplemental data on the chart regarding the quality of faculty. Suggest you add any data that may help distinguish these faculty members as qualified. How do you choose a faculty member to teach within this program? Are they certified in any way by an external source?

More comparative and supplemental data is needed.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
H	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: Table seems to be incomplete and/or lacks supplemental data. The narrative does not address this lack of data. This section can be improved if you address the faculty as they apply to the success of the program goals stated earlier. How does the faculty quality contribute to the success of the program? Does there need to be any changes to the faculty to make it more successful in meeting these 2 goals? Are there any specific goals for faculty quality? Again, there are a lot of areas that have ME, EE, CE IT, CS in them. What does that mean while measuring quality of faculty?

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
I	Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how the quality and productivity of faculty has changed over time, but is not sufficiently detailed to support the conclusion.	Faculty quality and productivity over time (trend data) is not addressed.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: It is evident that the quality of faculty data has changed due to the deletion and addition of programs. It is not evident how this shuffling of faculty members as changed over time. There was no review of this particular program based on the narrative. It would be beneficial to know how the faculty for this program was acquired. Were they taken from other programs? Is that what the ME, EE, CE IT, CS relates to? How does this make the faculty line stronger or well qualified? Is this program stronger because of the amount of full-time faculty teaching the course? Has this changed over time? Would this benefit from any part- time faculty members given the fact that a future goal is to have faculty involved in the publishing of paper for future students or is the number and quality of faculty adequate? Some context would benefit the evaluation of the program. Productivity of the faculty is provided, but it needs more detail to support narrative.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
J	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the quality and productivity of faculty moving forward.	Analysis includes a vague description of future efforts to improve the quality and productivity of faculty, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the quality and productivity of faculty.

SCORE: 2 - Meets Expectation withRecommendations

COMMENTS: There is a vague mention that the future workload of faculty will include measures that enhance student output. There program goals also mention a shift in faculty involvement to include mentorship in research and publication. This section would be improved if the review included plans for future faculty development based on goals and objectives set for program. As example, 80% of faculty will have 1 paper accepted in a peer review journal. Also, how much service is expected in the faculty line? What percentage of faculty would be acceptable in the realm of service to the department and university? How will the department improve the quality of faculty in the future? Analysis includes a vague description. It only provides a plan for Goal 2 related to teaching and Goal 1, related to research, creative activity, and scholarship.

Pages appear to be out of order making it difficult to review.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
K	The analysis includes a detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed. Program's findings are placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Analysis lists the program's student learning outcomes, and provides a vague description of the points in the curriculum where each is assessed, but the findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Narrative does not report the student learning outcomes, nor at what points in the curriculum they are assessed. Program's findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: SLO are on a table with Measures, findings and action plan. It appears by the narration that these are not concrete as they are currently being defined. The table appears complete with all necessary components. This section could be strengthened by assessing each SLO in the narrative. How do we know that the student as achieved success? What do we measure?

Although a detailed Table is provided, the program does not include a narrative explaining the methods and tools.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
L	The analysis includes a thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions (documentation includes a curriculum map and program of study).	The analysis indicates how the curriculum is structured and sequenced to support the attainment of student learning outcomes, but does not indicate how skills, abilities, knowledge, and dispositions may be scaffolded through the curriculum.	Narrative lists the program of study from the catalog, failing to address how the curriculum was built (structured / sequenced) to support the attainment of the student learning outcomes.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: Again, the structure appears to be there, but there is no analysis of the table. No mention of measures of SLOs except a PI of 70%. Is that a grade in the specific courses that cover the SLO? Is passing a course the evaluation measure of specific SLOs? Are these still under construction? Information is only provided on the Table. The narrative is missing.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
M	Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence.	If the program has not kept current with trends in the discipline, the analysis discusses the program's continued viability in light of any deviations.	The narrative does not address current trends in the discipline nor how those may be reflected in the program's curriculum.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: Current trends are not included in narrative. The review does state that this is a newly developed program. This section should include a narrative regarding the trends of the discipline. How has the program kept abreast of these trends? Has the curriculum changed to meet the needs of the discipline?

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
N	The analysis includes a discussion of how well the program meets its student learning outcomes (e.g., documenting the level of achievement), including a summary of any curricular changes made as a result of the findings and analysis of the annual academic assessment reports.	Analysis includes a summary of curricular changes made, but does not relate them back to specific student learning outcomes and the findings and analysis in the annual academic assessment plans. Evidence of how well the program meets its student learning outcomes is provided.	Narrative does not discuss any curricular changes made or provide any evidence showing how well the program meets its student learning outcomes.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: There is an explanation of how this program has been developed through the deletion of some programs and a combination of others. How did this influence the ability of the program to meet the SLOs? How was the curriculum changed due to the deletion and combination of these programs? How did that support the discipline? Narrative does not discuss any curricular changes. This needs to be added.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
O	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the curriculum and student learning moving forward.	Analysis includes a vague description of future efforts to improve the curriculum and student learning, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for Improving/enhancing the curriculum and/or student learning.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: It is evident through the table that there is a plan for the future viability of this program. There is nothing in the narrative regarding these changes. There seems to be continued evaluation and modification planned, yet this is not included in the narrative. This area would be improved by making a clear-cut plan for the future of the curriculum. Set goals and objectives for student learning. Is the only measurement a passing grade? If so, it is not evident. How do you measure student attainment through the curriculum? Is there a rubric for each course? Are there changes that need to be made based on the student learning outcomes?

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
P	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the viability of the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the viability of the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the viability of the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: There is no goals or objectives in the area of viability. How will the program measure its viability in the future? One goal may be that we will increase the number of students pursuing the degree by 25%. How will you make the program more viable and what is your plan to make that happen.

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
Q	The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability of the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to program viability. Program fails to provide comparative data with which to place their findings into context.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: There is no comparative data between departments or other universities. How do you compare to others of the same size? What does that tell you about your program as a whole? Are any changes needed to make your program more competitive in the marketplace? What changes have been made in this area based on the comparison?

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
R	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: The data in the table is not discussed to support its viability. There are 15 students who are in the degree program which is equal to 1% of the students enrolled in same degree level programs. Twelve of these were admitted to the program in 1018. There is an 80% acceptance rate. When this data is analyzed, what does it tell us about the program while thinking about viability? Can these data points put the program in a viable light? The narrative should address these data points. Make a plan of action. Can we increase the amount of students within the program? To what level and how will we accomplish it? Ask yourself, "Why is there only an 80% acceptance rate?" What was the measure you used to accept these students? Does this need to change? Put the data in context. What is the Student-to-faculty ratio? If we have 10 full-time faculty and 3 faculty in a supportive capacity, do we have a viable program with only 15 students?

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
S Analysis includes a detailed description of how program viability has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how program viability has changed over time, but is not sufficiently detailed to support the conclusion.	Program viability over time (trend data) is not addressed.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: It is well understood that this program is fairly new for this review cycle. It appears that this program is in a state of evolution based on the Findings, Target and Analysis. What is missing is the action plan. The full description of the program is noted in the Program goals chart and the SLOs. Viability would be improved by making a plan for the future. This appears to be a program in motion. What is the end goal with concrete objectives for the next review period? The analysis includes some description of how viability has changed, the best they can under the circumstances.

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
T	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance program viability moving forward.	Analysis includes a vague description of future efforts to improve program viability, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing program viability.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: There is some mention of efforts to improve the program. More description is needed regarding the action plan. Lacks future goals and objectives for program viability. Create goals /benchmarks for how you will evaluate your program in 3 years.

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CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
U	The analysis includes a clear assessment (with supporting evidence) of how well the program meets its goals and objectives based upon the categories listed in the 'categorical summation' of the program review template.	The analysis indicates the program meets or does not meet its stated goals/objectives, but does not provide enough evidence to make the case.	The narrative does not indicate whether the program meets or does not meet its stated goals/objectives nor provide any evidence.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: The review does state that the program meets expectations. Closing narrative can be enhanced by providing evidence.

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CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
V	The analysis addresses all points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation highlights shifting trends and market forces that might impact program demand and notes how the program will respond.	The analysis addresses most but not all of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation includes a discussion of shifting trends and market forces that might impact program demand but fails to note how the program will respond.	The analysis fails to address most of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation fails to include a discussion of shifting trends and market forces that might impact program demand and how the program will respond.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: The closing does give some additional information not included in the student quality, faculty quality and curriculum sections. Placing this data in the appropriate areas would strengthen the review. In the contextual closing, place the remarks in a way that describes the academic achievements; benchmarks for progress; and areas of distinction, challenges, and aspirations; in addition to plans for action. It should discuss shifting trends and how the program will respond to them. As an example, the contextual closing states that students will have a natural inclination to move from the undergraduate level to the graduate level engineering making this program a very important component in their education. How do you support this information in your action plan?

Some points are mentioned in the contextual closing. However, in this section, the program provides additional information that is not mentioned in other areas. The program in general needs to be more specific and detailed in the narratives. In some cases, it needs to provide more data and in most cases, the narrative needs to be expanded. It is important to note that the program explains that it has gone through substantial changes in the past couple of years, such as eliminating six out of seven concentrations.

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The following scores and comments are provided by the graduate committee for your consideration.

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
A	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets Expectations

COMMENTS: The program explains in detail how the goals and objectives are met. It addresses both student quality entering the program and exiting the program.

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ANALYSIS OF STUDENT QUALITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
B The program supplements the data provided in the template tables with data it collects* (related to student quality) to develop a more robust understanding of the quality of entering and exiting students in the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives. *Supplemental data could be met by providing the data noted in the template table with a "(from departmental surveys)" notation.	If missing any data in the template tables (e.g., data the program should be providing*), the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects* to document other measures related to student quality. Program fails to provide comparative data with which to place their findings into context.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: The program provides tables with additional, supplementary data to support their findings. However, the report is missing comparative data.

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ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
C	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: The program findings are explained in detail based on all measures presented in the tables.

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ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
D	Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how student quality has changed over time, but is not sufficiently detailed to support the conclusion.	Student quality over time (trend data) is not addressed.

SCORE: 3 - Meets Expectations

COMMENTS: The program clearly describes how student quality has changed. They include a plan to improve quality over time. It also includes an action plan for each one of the objectives.

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ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
E	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance student quality moving forward.	Analysis includes a vague description of future efforts to improve student quality, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing student quality.

SCORE: 3 - Meets Expectations

COMMENTS: A detailed action plan is included in how the program plans to enhance student quality in the future. They mentioned the only goal they did not meet and how they had already implemented a solution, explaining that they moved to a 100% cohort admissions model to ensure at least 90% of completion rate.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
F	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality and productivity of faculty. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality and productivity of faculty. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality and productivity of faculty. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets Expectations

COMMENTS: Data is not available for years 2016 and 2017; however, they do specifically explain their situation and provide a detailed analysis based on the year 2018. Suggestion: There are other measures of faculty quality that could be placed in the table to make it more robust.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
<p>G The program supplements the data provided in the template tables with data it collects (related to the quality and productivity of faculty) to develop a more robust understanding of the quality and productivity of faculty. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to the quality and productivity of faculty. Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: The program explains and emphasizes that this is their initial program review. The program provides supplementary data to support their analysis. However, comparative data is not provided.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
H	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: The analysis addresses all measures documented in the tables. Also, it discusses the shortcomings found within the table, how they went about resolving the shortfalls, and a plan of action.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
I	Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how the quality and productivity of faculty has changed over time, but is not sufficiently detailed to support the conclusion.	Faculty quality and productivity over time (trend data) is not addressed.

SCORE: 3 - Meets Expectations

COMMENTS: Although the program does not include how quality and productivity have changed, the program states that this is their initial review. They also explain that there have been changes in the Tenure and Promotion guidelines due to consolidation. The new guidelines emphasize increasing research and scholarship. They state that the new hires will abide by those new guidelines.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
J	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the quality and productivity of faculty moving forward.	Analysis includes a vague description of future efforts to improve the quality and productivity of faculty, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the quality and productivity of faculty.

SCORE: 3 - Meets Expectations

COMMENTS: The analysis includes a detailed plan of action aimed at enhancing the quality and productivity of faculty in the future.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
K	The analysis includes a detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed. Program's findings are placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Analysis lists the program's student learning outcomes, and provides a vague description of the points in the curriculum where each is assessed, but the findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Narrative does not report the student learning outcomes, nor at what points in the curriculum they are assessed. Program's findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.

SCORE: 3 - Meets Expectations

COMMENTS: Yes, the program includes a clear explanation of students learning goals and measurable objectives. The program includes courses, methods, instructional strategies, and rubrics to support their findings.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
L	The analysis includes a thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions (documentation includes a curriculum map and program of study).	The analysis indicates how the curriculum is structured and sequenced to support the attainment of student learning outcomes, but does not indicate how skills, abilities, knowledge, and dispositions may be scaffolded through the curriculum.	Narrative lists the program of study from the catalog, failing to address how the curriculum was built (structured / sequenced) to support the attainment of the student learning outcomes.

SCORE: 3 - Meets Expectations

COMMENTS: A detailed explanation of how the curriculum is structured and sequenced is included. A curriculum map is included.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
M	Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence.	If the program has not kept current with trends in the discipline, the analysis discusses the program's continued viability in light of any deviations.	The narrative does not address current trends in the discipline nor how those may be reflected in the program's curriculum.

SCORE: 3 - Meets Expectations

COMMENTS: The program curriculum has been revised based on current trends to maintain relevance and viability.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
N	The analysis includes a discussion of how well the program meets its student learning outcomes (e.g., documenting the level of achievement), including a summary of any curricular changes made as a result of the findings and analysis of the annual academic assessment reports.	Analysis includes a summary of curricular changes made, but does not relate them back to specific student learning outcomes and the findings and analysis in the annual academic assessment plans. Evidence of how well the program meets its student learning outcomes is provided.	Narrative does not discuss any curricular changes made or provide any evidence showing how well the program meets its student learning outcomes.

SCORE: 3 - Meets Expectations

COMMENTS: The analysis includes a detailed explanation of the level of student achievement. Each of the three SLOs is described and explained individually.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
O	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the curriculum and student learning moving forward.	Analysis includes a vague description of future efforts to improve the curriculum and student learning, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for Improving/enhancing the curriculum and/or student learning.

SCORE: 3 - Meets Expectations

COMMENTS: The analysis includes an action plan for each one of the SLOs.

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
P	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the viability of the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the viability of the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the viability of the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 3 - Meets Expectations

COMMENTS: The findings are explained thoroughly based on the program's goals and objectives. Again, data is missing for years 2016 and 2017, but an explanation has been provided.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
<p>Q The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability of the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to program viability. Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 3 - Meets Expectations

COMMENTS: Supplementary data is included to provide a more detailed understanding of the viability of the program. Comparative data is provided. The program emphasizes the fact of being considered one among the elite programs in the USA and Canada.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
R	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: The findings are thoroughly described based on the data documented in the tables.

2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
S Analysis includes a detailed description of how program viability has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how program viability has changed over time, but is not sufficiently detailed to support the conclusion.	Program viability over time (trend data) is not addressed.

SCORE: 3 - Meets Expectations

COMMENTS: A detailed description is included. Also, the analysis includes a year-to-year comparison. There is also an explanation of how the program has changed over time as a result of this data.

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2019-2020 Comprehensive Program Review Feedback

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
T	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance program viability moving forward.	Analysis includes a vague description of future efforts to improve program viability, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing program viability.

SCORE: 3 - Meets Expectations

COMMENTS: Yes, an action plan is included. The program emphasizes the need for more resources and faculty lines.

2019-2020 Comprehensive Program Review Feedback

CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
U The analysis includes a clear assessment (with supporting evidence) of how well the program meets its goals and objectives based upon the categories listed in the 'categorical summation' of the program review template.	The analysis indicates the program meets or does not meet its stated goals/objectives, but does not provide enough evidence to make the case.	The narrative does not indicate whether the program meets or does not meet its stated goals/objectives nor provide any evidence.

SCORE: 3 - Meets Expectations

COMMENTS: A clear assessment of how the program has met its goals is included.

Master of Health Administration

College of Health Professions

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CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
V	The analysis addresses all points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation highlights shifting trends and market forces that might impact program demand and notes how the program will respond.	The analysis addresses most but not all of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation includes a discussion of shifting trends and market forces that might impact program demand but fails to note how the program will respond.	The analysis fails to address most of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation fails to include a discussion of shifting trends and market forces that might impact program demand and how the program will respond.

SCORE: 3 - Meets Expectations

COMMENTS: The program includes a short, concise but complete analysis. The program addresses the need to acquire more resources, faculty, and staff to expand the program to the Statesboro campus.

Overall, this program report meets expectations. Most of the items are explained in detail. The program provides supplementary data to support their findings in the narratives.

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2019-2020 Comprehensive Program Review Feedback

The following scores and comments are provided by the graduate committee for your consideration.

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
A	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: Reviewer 1 - Appreciate the background information of the program and that measurable Goals and Objectives are absent. The reported makes it clear that no systematic process is in place to create goals and objectives or collect accompanying data. This is the first time to submit a combined degree program report whereas previously it was discipline specific. They are in the process of revising the process and created G and O's hence the score still meets expectations. However G and O's must be presented in the next report. Ideally, a goal and process objective related to accomplishing this plan could be created to keep each discipline on target.

Reviewer 2 - Student quality has not been assessed using specific, measurable objectives

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ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
B	The program supplements the data provided in the template tables with data it collects* (related to student quality) to develop a more robust understanding of the quality of entering and exiting students in the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	If missing any data in the template tables (e.g., data the program should be providing*), the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects* to document other measures related to student quality. Program fails to provide comparative data with which to place their findings into context.
	*Supplemental data could be met by providing the data noted in the template table with a "(from departmental surveys)" notation.		

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: R1 - Details are provided on how each discipline collects data. However, this description is related to data in the table. There does not appear to be any process in place to administer surveys or other forms of data collection apart from that in the table. The progression to doctoral programs and employment rate is an impressive 100%. It is a clear challenge to collect data for 5 different disciplines and translate that to the overall program. Consider using this progress rate data and certification and licensing data in aggregate form. The inclusion of student authors is a good indicator as well.

R2 - The action plan for future assessment of student quality is unclear. The discussion focused on GRE scores and GPA scores. There was no comparative data (e.g., versus aspirational institutions) to help contextualize the analysis provided.

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ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
C	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - The report covers the big picture. Diversity - the report addresses diversity. While there is increased diversity the majority of students are still white. Acknowledge this and consider creating goals based on discovering why this is the case. Not all programs can look like the university population. However, all programs can determine why they look the way they do and if there is then a way to change then simply create action plans to achieve attainable and realistic diversity objectives.

R2 - Some of the measures documented in the template tables were discussed (e.g., GRE scores); others were not discussed.

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ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
D	Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how student quality has changed over time, but is not sufficiently detailed to support the conclusion.	Student quality over time (trend data) is not addressed.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - The report acknowledges the need for more data collection methods and action plans.

R2 - There is some longitudinal data, but the quality of the students cannot be accurately assessed from this report. This largely breaks down due to the lack of coordinated effort to develop a common assessment of student quality across the programs.

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ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
E	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance student quality moving forward.	Analysis includes a vague description of future efforts to improve student quality, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing student quality.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - The report acknowledges the need for more data collection methods and action plans.

R2 - It would help if there were an assessment that captured core concepts in the program and if students took this assessment on day 1 of the program and on the last day of the program. The CPR mentioned monthly meetings to develop an action plan, but did not specify an action plan.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
F	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality and productivity of faculty. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality and productivity of faculty. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality and productivity of faculty. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: R1 - No goals and objectives are stated. The summary for the first guiding question is only in terms of annual performance review language i.e. teaching research and service.

R2 - Broad goals are articulated, but specific measurable objectives are not. There has not been any coordinated effort to evaluate faculty productivity.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
G The program supplements the data provided in the template tables with data it collects (related to the quality and productivity of faculty) to develop a more robust understanding of the quality and productivity of faculty. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to the quality and productivity of faculty. Program fails to provide comparative data with which to place their findings into context.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Much information is given is not in terms of goals and objectives rather based on information from annual performance reviews. However, the information provided is substantial and goals and objectives can easily be created from this type of data. For example a xx % of faculty will serve on the organizing council of xx national organizations. In the third guiding question, the report acknowledges that no formal process is in place for goals and objectives. While it is stated that work to revised the process in place, recommend creating specific objectives with accompanying action plans (using active voice) to make clear who is responsible.

R2 - How do your findings compare to the department as a whole, the college, the University? Points of comparison are needed in order to develop this analysis further. What is the action plan? Stating that the faculty will meet later to develop an action plan is insufficient.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
H	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Would like to get more perspective on the data in the table, in particular the funding trends and where that comes from, along with the publications. As a point of note the table indicates "see below" this would imply in the narrative immediately to follow, however, recommend providing a specific section e.g. see response 2, or see appendix xx.

R2 - Good

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
I	Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how the quality and productivity of faculty has changed over time, but is not sufficiently detailed to support the conclusion.	Faculty quality and productivity over time (trend data) is not addressed.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: R1 - Would like more perspective regarding the three year trend and since the last report. R2 - The analysis of productivity across time was thin.

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ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
J	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the quality and productivity of faculty moving forward.	Analysis includes a vague description of future efforts to improve the quality and productivity of faculty, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the quality and productivity of faculty.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Plans are discussed in terms of what can happen. Recommend providing a clear plan that is made up of actions plans that support the attainment of specific measurable objectives.

R2 - Specific strategies for faculty improvements would be welcomed.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
K	The analysis includes a detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed. Program's findings are placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Analysis lists the program's student learning outcomes, and provides a vague description of the points in the curriculum where each is assessed, but the findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Narrative does not report the student learning outcomes, nor at what points in the curriculum they are assessed. Program's findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.

SCORE: 3 - Meets Expectations

COMMENTS: R1 - SLO's are clearly stated and findings are well presented

in tables. R2 - Good Work

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
L	The analysis includes a thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions (documentation includes a curriculum map and program of study).	The analysis indicates how the curriculum is structured and sequenced to support the attainment of student learning outcomes, but does not indicate how skills, abilities, knowledge, and dispositions may be scaffolded through the curriculum.	Narrative lists the program of study from the catalog, failing to address how the curriculum was built (structured / sequenced) to support the attainment of the student learning outcomes.

SCORE: 3 - Meets Expectations

COMMENTS: R1 - SLO's are clearly stated and findings are well presented in tables. In the first table, indicated as a curriculum map, recommend clearly indicating which semester the class is offered. This will make this a true curriculum map. It is not until the results table that the semester is clearly indicated.

R2 - Nice work

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
M	Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence.	If the program has not kept current with trends in the discipline, the analysis discusses the program's continued viability in light of any deviations.	The narrative does not address current trends in the discipline nor how those may be reflected in the program's curriculum.

SCORE: 3 - Meets Expectations

COMMENTS: R1 - Specific curriculum changes are discussed and context is provided

as to why. R2 - Yes, some aspects of the program have been enhanced.

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
N	The analysis includes a discussion of how well the program meets its student learning outcomes (e.g., documenting the level of achievement), including a summary of any curricular changes made as a result of the findings and analysis of the annual academic assessment reports.	Analysis includes a summary of curricular changes made, but does not relate them back to specific student learning outcomes and the findings and analysis in the annual academic assessment plans. Evidence of how well the program meets its student learning outcomes is provided.	Narrative does not discuss any curricular changes made or provide any evidence showing how well the program meets its student learning outcomes.

SCORE: 3 - Meets Expectations

COMMENTS: R1 - Supplemental data tables clearly indicate percentages of students attaining

each level R2 - Good

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CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
O	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the curriculum and student learning moving forward.	Analysis includes a vague description of future efforts to improve the curriculum and student learning, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for Improving/enhancing the curriculum and/or student learning.

SCORE: 3 - Meets Expectations

COMMENTS: R 1 - Detailed action plans for each SLO are provided R2

- Good

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
P	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the viability of the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the viability of the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the viability of the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - The program does not have goals and objectives but acknowledges this deficiency. The report does address data from the table. Recommend creating specific measurable objectives with accompanying action plans. The report indicates that goals and objectives would vary across concentrations, however recommend the programs does not limit itself by viewing it that way rather creating more over arching objectives that all concentrations can collectively achieve. Hence if some lag others can compensate.

R2 - Referring back to stated objectives more systematically (one-by-one) would help.

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
Q The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability of the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to program viability. Program fails to provide comparative data with which to place their findings into context.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - The increase in admission criteria is a clear indication of success and popularity. Overall the report provides a clear picture of positive growth and quality improvement. Some general details are provided about action steps. Although it is clear the program is among the nations best for some concentrations, would like to see comparative data and how the program does compared to peers.

R2 - The viability section doesn't contain comparative data, but does contain new additional info (e.g., about application numbers and rejection rates).

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
R	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 3 - Meets Expectations

COMMENTS: R1 - Most data in the table is

addressed R2 - Good

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
S Analysis includes a detailed description of how program viability has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how program viability has changed over time, but is not sufficiently detailed to support the conclusion.	Program viability over time (trend data) is not addressed.

SCORE: 3 - Meets

Expectations COMMENTS:

R1 - Well done R2

- Good job

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ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
T	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance program viability moving forward.	Analysis includes a vague description of future efforts to improve program viability, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing program viability.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Some general details are provided about action steps. Recommend specific action steps. R2 - good points on marketing

2019-2020 Comprehensive Program Review Feedback

CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
U The analysis includes a clear assessment (with supporting evidence) of how well the program meets its goals and objectives based upon the categories listed in the 'categorical summation' of the program review template.	The analysis indicates the program meets or does not meet its stated goals/objectives, but does not provide enough evidence to make the case.	The narrative does not indicate whether the program meets or does not meet its stated goals/objectives nor provide any evidence.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - A comprehensive summary highlighting major areas that demonstrate viability. An honest assessment of the need for systematic outcome data. Recommend that when creating goals and objectives that the G&O's and the data collected are the same for all concentrations. This will prevent a need to translate 5 different outcomes into 1 program outcome.

R2 - Overall, this section was helpful, but if the analysis were based on more concrete action plans, it would enhance the report and allow greater clarity in the assessment process

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CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
V	The analysis addresses all points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation highlights shifting trends and market forces that might impact program demand and notes how the program will respond.	The analysis addresses most but not all of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation includes a discussion of shifting trends and market forces that might impact program demand but fails to note how the program will respond.	The analysis fails to address most of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation fails to include a discussion of shifting trends and market forces that might impact program demand and how the program will respond.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - A comprehensive summary highlighting major areas that demonstrate viability. An honest assessment of the need for systematic outcome data.

R2 - Action plans needed. More comparisons (e.g., to aspirational programs) would help.

The following scores and comments are provided by the graduate committee for your consideration.

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
A	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality of students, addressing both student quality entering the program and student quality exiting the program. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Satisfaction with the program is not a good indicator of student quality.

R2 - Goals and objectives are stated, but the order makes it difficult to follow. Initially, under the first guiding question, objectives are not stated in terms of SMART. This is rectified later in this section, however highly recommend stating objectives here to provide a clear and consistent message throughout the report. In addition, move the goals and objective table up first, so the reader has full context before assessing progress as is described in the remaining questions.

ANALYSIS OF STUDENT QUALITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
<p>B The program supplements the data provided in the template tables with data it collects* (related to student quality) to develop a more robust understanding of the quality of entering and exiting students in the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p> <p>*Supplemental data could be met by providing the data noted in the template table with a "(from departmental surveys)" notation.</p>	<p>If missing any data in the template tables (e.g., data the program should be providing*), the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects* to document other measures related to student quality.</p> <p>Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Some comparisons to the university on the whole were brought to bear on the issue of student quality. Good. More would be welcomed. Note that the creation of appendices caused confusion for me, especially since the appendices were not regularly referenced.

R2 - The program uses multiple means to assesses student quality. The entry is comprehensive and includes an interview for DrPH students. However, there is no indication of how the interview performance or narrative quality translates into measurable data to assess quality. Consider developing a scoring method so that all this data can be quantified like GPA and GRE. Specific data tools including a satisfaction survey are administered during and upon exiting, however recommend indicating how the satisfaction survey translates to quality of student.

ANALYSIS OF STUDENT QUALITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
C	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 2 - Meets Expectation with

Recommendations COMMENTS: R1 - Good

R2 - More reflection is needed using the table data.

ANALYSIS OF STUDENT QUALITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
D Analysis includes a detailed description of how student quality (both entering and exiting the program) has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how student quality has changed over time, but is not sufficiently detailed to support the conclusion.	Student quality over time (trend data) is not addressed.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Good, but note that student evals of the program are not indicative of student quality. For one, the students have little to no basis for comparing the quality of the program to other programs.

R2 - The report needs to look at trends over the three years in the data table and should reflect on previous reports.

ANALYSIS OF STUDENT QUALITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
E Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance student quality moving forward.	Analysis includes a vague description of future efforts to improve student quality, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing student quality.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Although diversity of the students is important, it is not relevant to student quality. Also, because the program has 100% job placement rate, improving that is impossible. Other metrics for improvement would be welcomed. Could you develop a test students take near graduation?

R2 - Actions plans are provided with the goals and objectives table. The actions are brief and can be further developed to demonstrated what initial steps are need to make this will occur.

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
F	Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the quality and productivity of faculty. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).	Program cites broad goals and specific, measurable objectives related to the quality and productivity of faculty. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.	Program does not clearly articulate broad goals and specific, measurable objectives related to the quality and productivity of faculty. Discussion of findings includes no references or vague references to goals and objectives.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: R1 - don't see specific measurable objectives in the main document. There might be goals in the appendices somewhere, but the document is sufficiently disorganized that I can't find them.

R2 - Goals and objectives are provided, but again at the end of the section which seems out of order and, like the student section, does not allow the reader to get full context before assessing progress as is described in the remaining questions. Throughout this section the report uses references of exceeding, meeting, expectations as is done with annual performance reviews, however this criteria is not provided. Discussion should focus on terms meeting goals and objectives.

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
<p>G The program supplements the data provided in the template tables with data it collects (related to the quality and productivity of faculty) to develop a more robust understanding of the quality and productivity of faculty.</p> <p>Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review.</p> <p>Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.</p>	<p>Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to the quality and productivity of faculty. Program fails to provide comparative data with which to place their findings into context.</p>

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - More comparative data (e.g., to peer institutions) would be welcomed. I saw the comparative data for grants. I wonder if a similar thing is possible for publications

R2 - Only minor supplementing occurs with comparison to other schools grant funding. Recommend more supplemental data, and additional reflection on the data table.

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
H	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - The analysis was OK, but this is hard to evaluate for me because the goals and objectives as stated are vague on page 5.

R2 - In the guiding question related to meeting goals and objectives, the narrative suggests goals and objectives are exceeded. However, it does not address the declining trend in funding and publications over the three years along with increases in faculty development and service. Based on the data it appears there has been a culture shift to focus on teaching and service. If this is not true then a clear interpretation of the three year data is necessary to refute this observation based on the table. It is not until later that the report addresses the external grant issue, however, it does so in the guiding question that ask about how to solve this. Also, there was also a drop in 7 terminal degree faculty. This may have a profound effect on productivity if not addressed proportionally. Finally, the report does not relate table data to the previous report.

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
I	Analysis includes a detailed description of how the quality and productivity of faculty has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how the quality and productivity of faculty has changed over time, but is not sufficiently detailed to support the conclusion.	Faculty quality and productivity over time (trend data) is not addressed.

SCORE: 1 - Below Expectations - Revisions

Required COMMENTS: R1 -Good

R2 - With relation to the guiding question on how productivity has improved there is again reference to exceeding expectations. However there is no criteria provided to give the reader an understanding of what exceeds, meets, and does not meet looks like. Is this based on annual performance ratings or the program report. The data table suggests otherwise. Recommend writing in terms of whether objectives are met. The report does not relate table data to the previous report.

ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
J	Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the quality and productivity of faculty moving forward.	Analysis includes a vague description of future efforts to improve the quality and productivity of faculty, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the quality and productivity of faculty.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Good. I think that a mention of how publication rates have dipped slightly would be an area for improving productivity as well. The doc mostly focused on grant funding.

R2 - Action plans are provided in the goals and objectives table. The section of accomplishments and productivity does not add value. The numbers do not match proportionally to the data table regarding workshops and none of this is put into context of goals and objectives.

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
K	The analysis includes a detailed description of the program's student learning outcomes and at what points in the curriculum they are assessed. Program's findings are placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Analysis lists the program's student learning outcomes, and provides a vague description of the points in the curriculum where each is assessed, but the findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.	Narrative does not report the student learning outcomes, nor at what points in the curriculum they are assessed. Program's findings are not placed into context by discussing the findings in terms of the program's student learning outcomes and measurement methods, including assignments and tools.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - The table with blue heading on page 9 of the doc does not include specific time points for measurements. I recommend including a "time assessed" column.

R2 -Again the sequence of which information is provided needs revision. The table at the end needs to be first as it answers guiding questions 1-2. Response to guiding question 2 provides information as to when (multiple points) in the curriculum these SLO's are assessed. The how is via rubrics and accrediting competencies which appear to be in revision or newly developed.

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
L	The analysis includes a thorough explanation of how the curriculum is structured and sequenced to support the attainment of student learning outcomes, building upon earlier skills, abilities, knowledge, and dispositions (documentation includes a curriculum map and program of study).	The analysis indicates how the curriculum is structured and sequenced to support the attainment of student learning outcomes, but does not indicate how skills, abilities, knowledge, and dispositions may be scaffolded through the curriculum.	Narrative lists the program of study from the catalog, failing to address how the curriculum was built (structured / sequenced) to support the attainment of the student learning outcomes.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Reinforcement needs to be a part of the curriculum and the sequence of courses.

R2 - Incomplete curriculum map is provided. An excellent table is provided at the end of this section, however it does not indicate when courses occur in the sequence and only indicate mastery of SLO not reinforcement.

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
M	Current trends in the discipline are discussed, noting specific curriculum revisions made to maintain the relevancy and viability of the program as a consequence.	If the program has not kept current with trends in the discipline, the analysis discusses the program's continued viability in light of any deviations.	The narrative does not address current trends in the discipline nor how those may be reflected in the program's curriculum.

SCORE: 3 - Meets

Expectations COMMENTS:

R1 - Good

R2 - Current trends and revisions are discussed

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
N	The analysis includes a discussion of how well the program meets its student learning outcomes (e.g., documenting the level of achievement), including a summary of any curricular changes made as a result of the findings and analysis of the annual academic assessment reports.	Analysis includes a summary of curricular changes made, but does not relate them back to specific student learning outcomes and the findings and analysis in the annual academic assessment plans. Evidence of how well the program meets its student learning outcomes is provided.	Narrative does not discuss any curricular changes made or provide any evidence showing how well the program meets its student learning outcomes.

SCORE: 3 - Meets

Expectations COMMENTS:

R1 - Great

R2 - Information provided in the table

CURRICULAR ALIGNMENT AND CURRENCY TO THE DISCIPLINE		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
O Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance the curriculum and student learning moving forward.	Analysis includes a vague description of future efforts to improve the curriculum and student learning, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing the curriculum and/or student learning.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - Had difficulty finding relevant information.

R2 - Information provided in the table. However, when not directed to this in the narrative it devalues the report.

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
<p>P Program's findings are placed into context by discussing the findings in terms of the program's goals and specific, measurable objectives related to the viability of the program. Findings state the broad goals and measurable objectives and document (supporting conclusions with evidence) how well the program meets them (the level of achievement in terms of the initial targets for each objective).</p>	<p>Program cites broad goals and specific, measurable objectives related to the viability of the program. Program discusses the findings in terms of the program's goals and objectives; but fails to provide enough supporting evidence (documentation) to convince the reader that their conclusions regarding how well they meet their goals and objectives are accurate. Program fails to discuss the level of achievement, indicating what their initial targets were for each objective.</p>	<p>Program does not clearly articulate broad goals and specific, measurable objectives related to the viability of the program. Discussion of findings includes no references or vague references to goals and objectives.</p>

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - From the data, it seems that internal demand is high. At the same time, the organization of this document prevents adequate referencing of the material. For instance, "see table below" is stated, and there are multiple tables below, and thus finding the key info is cumbersome.

R2 - Two goals and two objectives are provided with specific targets and accompanying action plan. However, table appears at end is unlabeled and not reference in narrative.

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
Q	The program supplements the data provided in the template tables with data it collects to develop a more robust understanding of the viability of the program. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	If missing any data in the template tables, the program explains what processes (e.g., action plan) they will put into place to ensure these data are collected and multi-year data are available by the next program review. Additionally, the analysis includes comparative data against department (as a whole), college, University, and with other peer/aspirational peer programs and/or top-rated programs to add additional context for understanding what the data mean in terms of the program's goals and objectives.	Program relies entirely on the data provided in the template without supplementing with any data it collects to document other measures related to program viability. Program fails to provide comparative data with which to place their findings into context.

SCORE: 2 - Meets Expectation with

Recommendations COMMENTS: R1 - Good

R2 - Supplemented with data comparing other Georgia DrPH programs. No insight is provided regarding this data.

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
R	Program's findings are thoroughly described based upon all measures documented in the template tables.	The program's findings address some measures documented in the template tables, but not all.	The program's findings do not address the measures documented in the template tables.

SCORE: 2 - Meets Expectation with

Recommendations COMMENTS: R1 - No

comment

R2 - Would like to get more perspective. Example, more students are in the program yet credit hours decreased. Does this mean many are stuck in dissertation?

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
S Analysis includes a detailed description of how program viability has changed over time and/or since the last program review (trend data).	Analysis includes a vague description of how program viability has changed over time, but is not sufficiently detailed to support the conclusion.	Program viability over time (trend data) is not addressed.

SCORE: 1 - Below Expectations - Revisions

Required COMMENTS: R1 - No insight on trends.

R2 - Reference is made to the addition of 2 concentrations since the last report, but would like more perspective on the trends over the years provided in the tables along with future outlook.

ANALYSIS OF PROGRAM VIABILITY BASED UPON INTERNAL DEMAND		
3 – MEETS EXPECTATIONS	2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
T Analysis includes a description (e.g., detailed action plan) of how the program plans to enhance program viability moving forward.	Analysis includes a vague description of future efforts to improve program viability, but is not sufficiently developed upon which one might act.	Analysis does not address future plans for improving/enhancing program viability.

SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: R1 - The author(s) state: "The DrPH program has consistently seen an increase in applications and enrollments. With the new interview admission criteria, we have begun to see an improvement in selectivity." This is not a statement of how the program can improve. I think part of the difficulty here is that the program is strong, but some effort toward making improvements would be helpful.

R2 - A table is provide with actions plans specific to each objectives. The action plans are in the developing stage as specific details are not given, for example how the recruitment plan will be developed or who will be charged to create this.

CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY			
3 – MEETS EXPECTATIONS		2 – MEETS EXPECTATIONS WITH RECOMMENDATIONS	1 – BELOW EXPECTATIONS – REVISIONS REQUIRED
U	The analysis includes a clear assessment (with supporting evidence) of how well the program meets its goals and objectives based upon the categories listed in the 'categorical summation' of the program review template.	The analysis indicates the program meets or does not meet its stated goals/objectives, but does not provide enough evidence to make the case.	The narrative does not indicate whether the program meets or does not meet its stated goals/objectives nor provide any evidence.

SCORE: 2 - Meets Expectation with Recommendations

COMMENTS: R1 - The program is clearly strong, and the closing statement highlights the strengths.

R2 - This is clearly stated and justification is provided regarding CEPH accreditation. The summary does not address meeting goals and objectives. It appears that the interpretation of meeting or exceeding expectations in the report, may be different from the requirements of the report. The requirements ask for meeting or exceed goals and objectives. This report needs to make that connection more clearly. The report appears to talk in terms of annual performance review.

CONTEXTUAL CLOSING NARRATIVE – EXECUTIVE SUMMARY**3 – MEETS EXPECTATIONS****2 – MEETS EXPECTATIONS
WITH
RECOMMENDATIONS****1 – BELOW
E**

V	The analysis addresses all points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation highlights shifting trends and market forces that might impact program demand and notes how the program will respond.	The analysis addresses most but not all of the points, including program's academic achievements; benchmarks of progress; and areas of distinction, challenges, aspirations; in addition to plans for action. The summation includes a discussion of shifting trends and market forces that might impact program demand but fails to note how the program will respond.	The analysis fails to program's academic and areas of distinct plans for action. The of shifting trends an program demand an
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SCORE: 1 - Below Expectations - Revisions Required

COMMENTS: R1 - searched for "executive summary" and did not find one.

R2 - Some points are addressed along with a good summary of the overall evaluation process. It appears strengths and weaknesses are address in the third paragraph, however, the report does not make it clear that it considers these strengths. Strongly recommend that when answering guiding questions the responses are supplement with what the rubric criteria are so not information is missed. Overall this report provides insightful information about the program, however, does some injustice to itself as there appears to me more good data to discuss. This includes a vast appendix that is not referenced at all in the narrative i.e. See appendix A

GRADUATE COMMITTEE MINUTES

Graduate Committee Meeting Date – April 16, 2020

Present: Dr. Chris Kadlec, CEC; Dr. Marcel Ilie, CEC; Dr. Jennifer Kowalewski, CAH; Dr. Richard Flynn, CAH; Dr. Nicholas Holtzman, CBSS; Dr. Chuck Harter, Parker COB; Dr. Constantin Ogloblin, Parker COB; Dr. Kristen Dickens, COE; Dr. Alma Stevenson, COE; Dr. Shijun Zheng, COSM; Dr. Sarah Zingales, COSM; Dr. Andrew Hansen, JPHCOPH; Dr. Linda Tuck, WCHP; Ms. Caroline Hopkinson, Univ.

Libraries; Mrs. Nikki Cannon-Rech, Univ. Libraries; Dr. Bill Mase, [Alternate] JPHCOPH

Guests: Ms. Candace Griffith, VPAA; Dr. Ashley Walker, COGS; Mrs. Audie Graham, COGS; Ms. Randi Sykora, COGS; Mrs. Wendy Sikora, COGS; Mr. Wayne Smith, Registrar's Office; Ms. Doris Mack, Registrar's Office; Ms. Kathryn Stewart, Registrar's Office; Ms. Tiffany Hedrick, Registrar's Office; Dr. Delena Bell Gatch, OIE; Dr. Deborah Thomas, COE; Dr. Stephen Rossi, WCHP; Dr. David Williams, CEC; Dr. Rand Ressler, Parker COB; Dr. Robert Vogel, JPHCOPH; Mr. Norton Pease, CAH; Dr.

Jolyon Hughes, CAH; Dr. Lowell Mooney, Parker COB

Absent: Dr. Chad Posick, CBSS; Dr. Jessica Schwind, JPHCOPH; Dr. Gina Crabb, WCHP

I. CALL TO ORDER

Dr. Jennifer Kowalewski called the meeting to order on Thursday, April 16, 2020 at 9:02 AM.

II. APPROVAL OF AGENDA

Dr. Chris Kadlec made a motion to approve the agenda as written. A second was made by Dr. Chuck Harter and the motion to approve the agenda was passed.

III. CHAIR'S UPDATE – Dr. Kowalewski reminded everyone to mute their microphones during the meeting while they are no speaking. She said there will be a quick turnaround time for the April 16 minutes to be approved. She explained the minutes will have to be sent to the Faculty Senate Librarian by Monday, April 20.

IV. DEAN'S UPDATE

A. Tentative 2020-2021 Graduate Committee Meeting Schedule – Dr. Walker presented the tentative meeting schedule. She asked people to be mindful of the meeting dates and deadlines.

Dr. Walker thanked Dr. Kowalewski for serving as Chair, and thanked the SLO's sub-committee for taking on the task. She also thanked the entire committee for what they do for the institution.

The 2020-2021 tentative Graduate Committee Meeting Schedule is below.

Tentative Schedule of Meetings Graduate Committee (GC) 2020-2021 Academic Year

Meeting Date	Meeting Time	Meeting Locations		Agenda Items Due to Office of the Registrar	Agenda Items Due to GC Recording Secretary	Agenda Items Posted on Web and Sent to GC Members
		Statesboro Campus	Armstrong Campus			
September 10, 2020	9:00 a.m.	Veazey Hall, Room 2001C	University Hall, Room 282	August 20, 2020	August 27, 2020	September 3, 2020
October 8, 2020	9:00 a.m.	Veazey Hall, Room 2001C	University Hall, Room 282	September 17, 2020	September 24, 2020	October 1, 2020
November 12, 2020	9:00 a.m.	Veazey Hall, Room 2001C	University Hall, Room 282	October 22, 2020	October 29, 2020	November 5, 2020
January 21, 2021	9:00 a.m.	Veazey Hall, Room 2001C	University Hall, Room 282	December 1, 2020	January 7, 2021	January 14, 2021
*February 11, 2021	9:00 a.m.	Veazey Hall, Room 2001C	University Hall, Room 282	January 21, 2021	January 28, 2021	February 4, 2021
March 11, 2021	9:00 a.m.	Veazey Hall, Room 2001C	University Hall, Room 282	February 18, 2021	February 25, 2021	March 4, 2021
**April 8, 2021	9:00 a.m.	Veazey Hall, Room 2001C	University Hall, Room 282	March 18, 2021	March 25, 2021	April 1, 2021

***THIS IS THE PRIORITY DEADLINE TO HAVE COURSE APPROVALS ENTERED INTO BANNER BEFORE THE OPENING OF STUDENT REGISTRATION ON MARCH 8, 2021**

****THIS IS THE FINAL MEETING FOR CURRICULUM APPROVALS FOR THE 2021-2022 GSU CATALOGS** (*Note: Items requiring Board of Regents/System Office approval may still not make the catalogs if submitted this late and the submission is still pending System Office/Board of Regents/DOE approval at the time the catalogs are finalized*)

V. NEW BUSINESS

A. Jiann-Ping Hsu College of Public Health

Dr. Robert Vogel presented the agenda item for the Jiann-Ping Hsu College of Public Health.

Department of Biostatistics, Epidemiology, and Environmental Health Sciences

Revised Program:

[DPH-BIOST: Public Health Dr.P.H. \(Concentration in Biostatistics\)](#)

JUSTIFICATION:

The faculty have evaluated the curriculum. General and Generalized Linear Models is a much needed course and the topic found in Biostatistical Consulting are found in other courses such as Advanced Clinical Trials and Applied Linear Models.

Registrar's Note: Previous submission stated "This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong Campus and Liberty Campus"

MOTION: Dr. Constantin Ogloblin made a motion to approve the agenda item submitted by the Jiann-Ping Hsu College of Public Health. A second was made by Dr. Andrew Hansen, and the motion to approve the Revised Program was passed.

Dr. Hansen congratulated Dr. Vogel on his upcoming retirement. He asked if Dr. Stuart Tedders should be listed as the contact for this item. Dr. Walker said the contact information on the CIM form is not a curriculum change and that section can be updated at a later date.

B. Waters College of Health Professions

Dr. Stephen Rossi presented the agenda items for the Waters College of Health Professions.

Department of Health Sciences and Kinesiology

Revised Program:

[MS-KIN/EXSC: Kinesiology M.S. \(Concentration in Exercise Science\) \(Thesis and Non-Thesis\)](#)

JUSTIFICATION:

Program would like to require a second biomechanics course.

We no longer use the GRE as a screening tool, so we would like to remove it. I have also removed the language about KINS 7799 Internship because the students in this thesis track do not complete an internship.

The non-thesis was added to avoid creating a new program proposal and an update to the program name to reflect the addition of the non-thesis per request of the College of Graduate Studies.

All students in the M.S. in Kinesiology – Exercise Science (ES) program non-thesis track must successfully complete the Comprehensive Exam before they can complete their required internship experience. This includes any ES student that switches from the thesis track to the non-thesis track. The M.S. in Kinesiology – Exercise Science Program Coordinator will initiate a Comprehensive Exam after verifying that the student:

is enrolled in the non-thesis track of the ES program, and has earned a minimum of a C in KINS 6130, KINS 6131, KINS 7230, KINS 7231 and KINS 7235, and has at least a 3.0 GPA in the program, and is making satisfactory progress in current coursework, and is within 6 months of anticipated graduation.

The Program Coordinator will work with one to three other faculty members in the ES program to develop questions that integrate content from the KINS 6130, KINS 6131, KINS 7230, KINS 7231, KINS 7235 and ES electives courses. The Comprehensive Exam must be administered no less than one month before the end of the semester. The Program Coordinator will work with the student to schedule the specific date of her/his Exam. The student will have no less than three hours, but no more than eight hours, to complete the Comprehensive Exam. The Program Coordinator will work with the contributing faculty members to determine the results of the Comprehensive Exam. The Coordinator will meet with the student to discuss the results with her/him. If the student fails the Comprehensive Exam, she/he will be given only one opportunity to retake the same or similar Exam. The repeat Exam must be completed within three weeks of the first attempt. If the student does not perform satisfactorily on the second attempt, she/he will be withdrawn from the M.S. in Kinesiology – Exercise Science program.

MOTION: Dr. Kadlec made a motion to approve the agenda item submitted by the Department of Health Sciences and Kinesiology. A second was made by Dr. Harter, and the motion to approve the Revised Program was passed.

Department of Rehabilitation Sciences

Revised Course:

[CSDS 7158: Acquired Cog. Comm Disorders](#)

JUSTIFICATION:

Content covered within this course represents a wide array of content that is not being sufficiently covered in current course. This course is being reactivated and added to the program of study to ensure accreditation standards in the area of acquired cognitive and communication disorders are being met.

MOTION: Dr. Kadlec made a motion to approve the agenda item submitted by the Department of Rehabilitation Sciences. A second was made by Dr. Alma Stevenson, and the motion to approve the Revised Course was passed.

School of Nursing

Revised Course:

[NURS 7710: Advanced Health Assessment Clinical](#)

JUSTIFICATION:

Course number is changing to adhere to the university course numbering system which was not applied during consolidation activities. Course description is being updated to reflect content appropriate for the graduate level nurse relevant to the course topics.

Revised Programs:

[CERM-AGACNP: Adult/Gerontology Acute Care Nurse Practitioner Post-MSN Certificate](#)

JUSTIFICATION:

Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.

Course numbers are now as follows:

NURS 9103 changed to NURS 7123

NURS 9130 changed to NURS 8431

NURS 9730 changed to NURS 8727

NURS 9131 changed to NURS 8432

NURS 9731 changed to NURS 8728

NURS 9132 changed to NURS 8433

NURS 9732 changed to NURS 8729

NURS 9713 changed to NURS 8620

NURS 8620 is changing number to NURS 8520. Change needs to be reflected in all affected program pages.

These programs do not have any on-campus contact. They require that students complete precepted clinicals with practicing APRNs across the state, but all instruction is online.

[CERM-AGPRNP: Adult/Gerontology Primary Care Nurse Practitioner Post-MSN Certificate](#)

JUSTIFICATION:

Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.

Course numbers are now as follows:

NURS 9103 changed to NURS 7123

NURS 9140 changed to NURS 8531

NURS 9740 changed to NURS 8731

NURS 9141 changed to NURS 8532

NURS 9741 changed to NURS 8732

NURS 9142 changed to NURS 8533

NURS 9742 changed to NURS 8733

NURS 9713 changed to NURS 8620

NURS 8620 is changing number to NURS 8520. Change needs to be reflected in all affected program pages.

These programs do not have any on-campus contact. They require that students complete precepted clinicals with practicing APRNs across the state, but all instruction is online.

CERM-FNP: Family Nurse Practitioner Post-MSN Certificate

JUSTIFICATION:

Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.

Course numbers are now as follows:

NURS 9103 changed to NURS 7123

NURS 9120 changed to NURS 8235

NURS 9720 changed to NURS 8721

NURS 9121 changed to NURS 8236

NURS 9721 changed to NURS 8722

NURS 9122 changed to NURS 8237

NURS 9722 changed to NURS 8723

NURS 9713 changed to NURS 8620

NURS 8620 is changing number to NURS 8520. Change needs to be reflected in all affected program pages.

These programs do not have any on-campus contact. They require that students complete precepted clinicals with practicing APRNs across the state, but all instruction is online.

CERM-PSYMHNP: Psychiatric Mental Health Nurse Practitioner Post-MSN Certificate

JUSTIFICATION:

Course numbers being revised to reflect the university's numbering system. No substantive changes to the program.

Course numbers are now as follows:

NURS 9103 changed to NURS 7123

NURS 9150 changed to NURS 8335

NURS 9750 changed to NURS 8724

NURS 9151 changed to NURS 8336

NURS 9751 changed to NURS 8725

NURS 9152 changed to NURS 8314

NURS 9752 changed to NURS 8337

NURS 9153 changed to NURS 8726

NURS 9713 changed to NURS 8620

NURS 8620 is changing number to NURS 8520. Change needs to be reflected in all affected program pages.

MOTION: Dr. Harter made a motion to approve the agenda items submitted by the School of Nursing. A second was made by Dr. Kristen Dickens, and the motion to approve the Revised Course and Revised Programs was passed.

C. College of Education

Dr. Deborah Thomas presented the agenda items for the College of Education.

Dean's Office

Deleted Programs:

[MAT-SCED/BIO: Certificate in Secondary or P-12 Education](#)

JUSTIFICATION:

This program code is outdated and not used in the College of Education Master of Arts in Teaching program.

[MAT-SCED/BIO: Certificate in Secondary or P-12 Education](#)

JUSTIFICATION:

This program code is outdated and not used in the College of Education Master of Arts in Teaching program.

[MAT-SCED/BUS: Secondary Education Degree](#)

JUSTIFICATION:

This program code is no longer being used in our Master of Arts in Teaching program

[MAT-SCED/FCS: Secondary Education Degree](#)

JUSTIFICATION:

This program code is outdated and not used in the College of Education Master of Arts in Teaching program.

MOTION: Dr. Kadlec made a motion to approve the agenda items submitted by the Dean's Office. A second was made by Dr. Hansen, and the motion to approve the Deleted Programs was passed.

Department of Elementary and Special Education

Revised Programs:

[MAT-ELEMED: Teaching M.A.T. \(Concentration in Elementary Education P-5\) \(Online\)](#)

JUSTIFICATION:

The Georgia Professional Standard Commission (PSC) made a change in the Georgia Educator Ethics Assessments that went into effect immediately (4/9/2020). Program admission and completion requirements were revised to reflect this change.

Update standardized admission language. Addition of SPED 6130 grade "B" requirement to other program requirements.

READ 7131 and 7330 are being replaced with READ 6131 and 6330 in the program of study. These replacement courses support embedding a reading endorsement within the ELEM MAT as required by the PSC.

Revised order of courses for program alignment.

Removed pathway and certificate of eligibility language per the GaPSC effective Jan, 2020

[MAT-SPECED: Teaching M.A.T. \(Concentration in Special Education P-12\) \(Online\)](#)

JUSTIFICATION:

The Georgia Professional Standards Commission (GaPSC) made a change in the requirements for the Georgia Ethics Assessments that went into effect immediately. Program admission and completion requirements were revised to reflect this change.

The program requirement for earning a minimum grade of "B" was added to meet a new Georgia Professional Standards Commission requirement.

Removal of pathway and certificate of eligibility language per the GaPSC effective Jan, 2020.

MOTION: Dr. Harter made a motion to approve the agenda items submitted by the Department of Elementary and Special Education. A second was made by Dr. Stevenson, and the motion to approve the Revised Programs was passed.

Department of Leadership, Technology, and Human Development

Revised Programs:

[CERG-LEAD/I: Educational Leadership Tier I Certificate Program \(Online\)](#)

JUSTIFICATION:

The Georgia Professional Standards Commission made a change in the requirements for the Georgia Ethics for Educational Leadership Assessment that went into effect immediately (4/9/2020). Program admission and completion requirements were revised to reflect this change.

As per the request from the College of Education, Program Learning Outcomes have been added to the EDLD MED P-12 program. Additionally, as per a College of Education initiative and in collaboration with GASC/COE support from Lisa Wilson, the program now contains revised admissions and catalog language to be consistent with other programs across the college as well as clarify the process for our incoming students. The catalog admissions requirements changed to add a required Resume. The language was also clarified to differentiate between Admissions Requirements and Other Program Requirements. The revisions were intended to streamline all Educational Leadership programs for consistency across programs in the EDLD MED P-12, Tier I Certification EDLD, and Teacher Leadership Endorsement. Overall, these changes are intended to refine the catalog.

[MED-COUN: Counselor Education M.Ed.](#)

JUSTIFICATION:

Faculty would like to see two letters of recommendation as part of the application process to better assess applicants for admission to the program.

Requested changes are needed to bring the program description for the school counseling concentration into alignment with initial certification requirements, per Deborah Thomas and Matt Dunbar.

This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong, Liberty.

[MED-EDLED: Educational Leadership M.Ed. \(Online\)](#)

JUSTIFICATION:

The Georgia Professional Standards Commission made a change in the requirements for the Georgia Ethics for Educational Leadership Assessment that went into effect immediately (4/9/2020). Program admission and completion requirements were revised to reflect this change.

As per the request from the College of Education, Program Learning Outcomes have been added to the EDLD MED P-12 program. Additionally, as per a College of Education initiative and in collaboration with GASC/COE support from Lisa Wilson, the program now contains revised admissions and catalog language to be consistent with other programs across the college as well as clarify the process for our incoming students. The catalog admissions requirements remained the same except for the addition of a required resume for admissions. The language was also clarified to differentiate between Admissions Requirements and Other Program Requirements. The revisions were intended to streamline all Educational Leadership programs for consistency across programs in the EDLD MED P-12, Tier I Certification EDLD, and Teacher Leadership Endorsement.

MOTION: Dr. Hansen made a motion to approve the agenda items submitted by the Department of Leadership, Technology, and Human Development. A second was made by Dr. Ogloblin, and the motion to approve the Revised Programs was passed.

Department of Middle Grades and Secondary Education

Revised Programs:

[MAT-HPE: Teaching M.A.T. \(Concentration in Health and Physical Education P-12\) \(Online\)](#)

JUSTIFICATION:

The Georgia Professional Standards Commission (GaPSC) made a change in the Georgia Educator Ethics Assessment effective immediately (4/9/2020). Program admission and completion requirements were revised to reflect this change.

Removed pathway and certificate of eligibility language from the program per the GaPSC effective Jan. 2020.

The program is offered online

[MAT-MGED: Teaching M.A.T. \(Concentration in Middle Grades Education Grades 4-8\) \(Online\)](#)

JUSTIFICATION:

The Georgia Professional Standards Commission (GaPSC) made a change in the Georgia Educator Ethics Assessments that went into effect immediately (4/9/2020). Program admission and completion requirements were revised to reflect this change.

Further revision to the program of study to align program steps with semester course offerings.

Removed pathway and certificate of eligibility language per the GaPSC effective Jan, 2020.

[MAT-SCED: Teaching M.A.T. \(Concentration in Secondary Education Grades 6-12\) \(Online\)](#)

JUSTIFICATION:

The Georgia Professional Standards Commission (GaPSC) made a change in the Georgia Ethics Assessments that went into effect immediately (4/9/2020). Program admission and completion requirements were revised to reflect this change.

Removed pathway and certificate of eligibility language from the POS per the GaPSC effective Jan, 2020.

[MAT-SPAN: Teaching M.A.T. \(Concentration in Spanish Education P-12\)](#)

JUSTIFICATION:

The Georgia Professional Standards Commission (GaPSC) made a change in the Georgia Educator Ethics Assessments that went into effect immediately (4/9/2020). Program admission and completion requirements were revised to reflect this change.

Removed pathway and certificate of eligibility language from the program per the GaPSC effective Jan, 2020.

The program will be offered on the Statesboro Campus. The program will not be offered on the Armstrong or Hinesville campus.

MOTION: Dr. Kadlec made a motion to approve the agenda items submitted by the Department of Middle Grades and Secondary Education. A second was made by Dr. Stevenson, and the motion to approve the Revised Programs was passed.

D. Parker College of Business

Dr. Lowell Mooney presented the agenda items for the Parker College of Business.

Dean's Office

Deleted Courses:

[EMBA 7030: Information Technology Management](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

EMBA 7130: Financial Reporting and Analysis

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7132: Legal and Ethical Issues in Business](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7230: Managerial Decision Analysis](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7231: Managerial Finance](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7232: Management of Operations for Competitive Advantage](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7233: Financial Modeling](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7330: Managerial Economics](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7420: Leadership, Motivation and Organizational Change](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7432: Social Issues in Business](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7433: Global Business Strategy](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

[EMBA 7630: Introduction to Entrepreneurial Leadership](#)

JUSTIFICATION:

This course has not been offered in many, many years, and to eliminate any confusion with new MBA course offerings in the revised MBA program.

Deleted Programs:

[MAT-SCED/BUS: Secondary or P-12 Education Certification](#)

JUSTIFICATION:

This Certification is no longer offered.

[MAT-SCED/BUS: Secondary or P-12 Education Certification](#)

JUSTIFICATION:

This is a duplicate of a program that is no longer offered.

[MBA-BA/HSAD: Business Administration M.B.A. \(Emphasis in Health Service Administration\)](#)

JUSTIFICATION:

We are discontinuing all our MBA programs except the online program (Georgia WebMBA) and the Savannah MBA program. Beginning, in the fall, we will no longer have emphasis areas within the MBA program.

[MBA-BA/IFS: Business Administration M.B.A. \(Emphasis in Information Systems\)](#)

JUSTIFICATION:

We are discontinuing all our MBA programs except the online program (Georgia WebMBA) and the Savannah MBA program. Beginning, in the fall, we will no longer have emphasis areas within the MBA program.

Revised Programs:

[MBA-BA: Master of Business Administration \(MBA\)](#)

JUSTIFICATION:

We are updating the MBA curriculum (including the addition of 6 credit hours (3 additional hard skill and 3 additional soft skill), admission requirements, and application due date to reflect the current needs of the marketplace. Effective fall 2020, this program will be offered only on the Georgia Southern University-Armstrong campus in Savannah.

[MBA-BADM/WEB: Business Administration M.B.A. \(The Georgia WebMBA\)](#)

JUSTIFICATION:

The consortium admitted another institution (Augusta), admission deadlines changed, and the GMAT requirement was eliminated. Finally, a redundant list of prerequisites was removed.

MOTION: Dr. Ogloblin made a motion to approve the agenda items submitted by the Dean's Office. A second was made by Dr. Harter, and the motion to approve the Deleted Courses, Deleted Programs, and Revised Programs was passed.

Department of Economics

Revised Program:

[CERG-APPECON: Applied Economics Certificate \(Online\)](#)

JUSTIFICATION:

Pending approval, ECON 7130 will be a prerequisite for ECON 7131 and thus must be required in the certificate program. ECON 7232 History of Thought gives a good foundational background in economic theory and schools of thought which is valuable knowledge for those preparing to teach introductory economics at the college level. In keeping with the changes to the MS program, ECON 7133 will be moved to being an elective option.

UPDATE 10.28.2019 - Given the pre-requisites of successful completion of calculus, statistics, macroeconomics, and microeconomics with a minimum grade of "C" in each course and a minimum GPA of 3.00 on a 4.00 scale in these courses, the need for provisional admission is no longer necessary.

MOTION: Dr. Ogloblin made a motion to approve the agenda item submitted by the Department of

Economics. A second was made by Dr. Harter, and the motion to approve the Revised Program was passed.

Department of Enterprise Systems and Analytics

Revised Courses:

[CISM 7331: Enterprise Systems Analysis](#)

JUSTIFICATION:

Prerequisite course prefix and name change

[CISM 7332: Enterprise Data Management](#)

JUSTIFICATION:

Change in prerequisite

[CISM 7333: Digital Commerce](#)

JUSTIFICATION:

Prerequisite change

[CISM 7334: IT Strategy and Policy](#)

JUSTIFICATION:

Prerequisite change

[CISM 7335: Business Intelligence and Performance Management Systems](#)

JUSTIFICATION:

Prerequisite change

[CISM 7336: Enterprise Information Systems](#)

JUSTIFICATION:

Prerequisite change

[CISM 7431: Project Management](#)

JUSTIFICATION:

Prerequisite change

Revised Program:

[CERG-ERP/WEB: Enterprise Resources Planning \(ERP\) Certificate Program \(Online\)](#)

JUSTIFICATION:

Registrar Note 6/9/17: Tuition type updated for fall 2017 to e-tuition per V. Samiratedu.

Consolidation related changes. Approved November 9, 2017.

This latest request is required because SAP changed the name of its certification.

MOTION: Dr. Harter made a motion to approve the agenda items submitted by the Department of Enterprise Systems and Analytics. A second was made by Dr. Ogloblin, and the motion to approve the Revised Courses and Revised Program was passed.

Dr. Delena Bell Gatch asked if there is a reason the specific course learning outcomes are not included in the revised course submissions. Dr. Lowell said they discussed this with the Registrar's Office and it was agreed that the department would be allowed to submit the outcomes later. Ms. Candace Griffith said prior to the meeting she spoke with the Registrars' Office and agreed to allow this with the condition that the department would submit the information for the September 2020 Graduate Committee meeting. Ms.

Griffith recommended to move forward on approving the Course Revisions and said they will follow up in the fall to ensure outcomes are added. Mr. Wayne Smith agreed with Ms. Griffith's statement.

Department of Logistics & Supply Chain Management

Revised Courses:

[LOGT 7432: Logistics Fundamentals and Strategy](#)

JUSTIFICATION:

Prerequisite change & repeat status correction.

[MGNT 7336: Readings in Total Quality Management](#)

JUSTIFICATION:

Prerequisite change & repeat status update

Revised Program:

[PHD-LOG/SCM: Business Administration Ph.D. \(Logistics and Supply Chain Management\)](#)

JUSTIFICATION:

To reflect the new course names and numbers of the program prerequisites. This program will be offered only on the following campus: Statesboro.

MOTION: Dr. Hansen made a motion to approve the agenda items submitted by the Department of Logistics & Supply Chain Management. A second was made by Dr. Harter, and the motion to approve the Revised Courses and Revised Program was passed.

Department of Management

Revised Courses:

[MGNT 7332: Management for Non-profit Organizations](#)

JUSTIFICATION:

Prerequisite change

[MGNT 7333: Social Issues in Business](#)

JUSTIFICATION:

Prerequisite change

[MGNT 7334: Global Management](#)

JUSTIFICATION:

Prerequisite change

[MGNT 7335: Entrepreneurship](#)

JUSTIFICATION:

Prerequisite change

[MGNT 7338: The Human Resource Process](#)

JUSTIFICATION:

Prerequisite change

MOTION: Dr. Harter made a motion to approve the agenda items submitted by the Department of Management. A second was made by Dr. Ogloblin, and the motion to approve the Revised Courses was passed.

Department of Marketing

Revised Course:

[MKTG 7830: Special Topics in Marketing](#)

JUSTIFICATION:

Prerequisite change

MOTION: Dr. Harter made a motion to approve the agenda item submitted by the Department of Marketing. A second was made by Dr. Ogloblin, and the motion to approve the Revised Course was passed.

School of Accountancy

Revised Programs:

[CERG-ACC/FOR: Graduate Certificate in Forensic Accounting](#)

JUSTIFICATION:

Delete GMAT admissions requirement, eliminate course no longer offered, and to add elective choices, per faculty vote.

- This program will be offered at the following campus: Statesboro.
- Revising application due dates and adding an additional option (internship) for the electives.

[CERG-TAX: Graduate Certificate in Taxation](#)

JUSTIFICATION:

- To eliminate the GMAT requirement, to cancel a course no longer offered, and to add additional courses as voted on by faculty.
- This program will be offered at the following campus: Statesboro.
- To update application deadlines and to add an additional option for the electives.

[MACC-ACT: Accounting M.Acc.](#)

JUSTIFICATION:

- Re-submission: Meeting changed to January.
- Elimination of standardized test admission requirement, addition of Accelerated Bachelors to Masters Program description, and cleaning up progression policy, per faculty votes.
- This program will be offered at the following campus: Statesboro.
- Revising application due dates, updating progression policy, and removing redundant prereq list.

[MACC-WEB: Accounting WebM.Acc. \(The Web-Based Master of Accounting\)](#)

JUSTIFICATION:

- Re-submission: Meeting month changed to January.
- Deletion of standardized test requirements and changes to progression requirements per faculty vote.
- Updating application due dates, testing, and progression policies

MOTION: Dr. Harter made a motion to approve the agenda items submitted by the School of Accountancy. A second was made by Dr. Ogloblin, and the motion to approve the Revised Programs was passed.

VI. OLD BUSINESS

A. SLOs/Course Objectives Sub-Committee – Dr. Dickens said the sub-committee is working with Dr. Gatch to ensure the appropriate contacts are sending out the SLO information to respective Deans, Department Chairs, and Program Directors.

B. Registrar's Office Update – Mr. Smith thanked the committee and the staff in the Registrar's Office for all of their hard work.

VII. ANNOUNCEMENTS – Dr. Kowalewski thanked the committee for a great year.

VIII. ADJOURNMENT

There being no further business, the meeting was adjourned on April 16, 2020 at 9:48 AM.

Respectfully submitted,

Audie Graham, Recording Coordinator

Minutes were approved April 20,
2020 by electronic vote of Committee
Members

UNDERGRADUATE COMMITTEE

MINUTES

February 18, 2020

2:00pm

I. CALL TO ORDER

Voting Members Present: Dr. Christopher Barnhill, Dr. Joanne Chopak-Foss, Ms. Kay Coates, Dr. Nedra Cossa, Ms. Jamie Cromley, Dr. Laurie Gould, Dr. Barbara Hendry, Dr. Jin Liu, Dr. Nancy McCarley, Dr. Richard McGrath, Ms. Donna Mullenax, Dr. Amy Potter, Dr. Lina Soares, Dr. Marian Tabi, Dr. TimMarie Williams.

Non-Voting Members Present: Mrs. Alicia Bechtel, Ms. Tiffany Hedrick, Ms. Candace Griffith, Ms. Doris Mack, Mr. Wayne Smith, Mrs. Kathryn Stewart.

Guests: Dr. Jessica Bodily, Dr. Jung Hun Choi, Ms. Kay Coates, Dr. Brett Curry, Dr. Trent Davis, Dr. Steven Harper, Dr. Karen Herringer, Dr. Brian Koehler, Dr. John Kraft, Dr. Beth Myers, Dr. Karen Naufel, Dr. S. Norton Pease, Dr. Sara Plaspohl, Mrs. Cindy Randall, Dr. Jonathan Roberts, Dr. Stephen Rossi, Dr. Melanie Stone, Dr. David Williams.

Absent: Dr. Maria Adamos, Mr. Chris Cartright, Dr. Anoop Desai, Mr. Felix Hamza-Lup, Ms. Autumn Johnson, Ms. Barbara King, Dr. Dziyana Nazaruk, Dr. Hyunju Shin.

Dr. Nedra Cossa motioned to call the meeting to order. A second was made by Dr. Lina Soares, and Dr. Joanne Chopak-Foss officially called the meeting to order on Tuesday, February 18, 2020 at 2:02 p.m.

II. APPROVAL OF AGENDA

Dr. Brian Koehler referenced the Sustainability Science B.S. mentioning that it was approved pending minor changes in the January Undergraduate Committee meeting. He subsequently requested the removal of the Sustainability Science B.S. from this agenda and questioned the need to have it discussed and voted on again in this meeting. Dr. Lina Soares pointed out there was an email sent the day following the meeting requesting the program to be rolled back for the changes to be made. The final decision after a brief discussion was that the program was approved and did not need to be voted on again for committee approval citing all changes were made for the pending approval for the January meeting.

DR. NEDRA COSSA MADE A MOTION TO APPROVE THE AGENDA. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE AGENDA WAS PASSED.

III. NEW BUSINESS

A. Comprehensive Program Review Assignments and Dates

B. WATERS COLLEGE OF HEALTH PROFESSIONS

Dr. Stephen Rossi presented the agenda items for the Waters College of Health Professions.

Department of Health Sciences & Kinesiology

New Course(s):

[GERO 5530: Health Care Policy for Older Adults](#)

JUSTIFICATION:

GERO 5530 is a new course being developed and added to the program coursework to better expose students to health care policy that applies to the aging population.

[KINS 3531: Adapted Physical Activity](#)

JUSTIFICATION:

Course was originally approved as a 3 credit course with a corequisite of KINS 3532. We are combining both classes into one.

[KINS 3535: Principles of Group Fitness Instruction](#)

JUSTIFICATION:

This course has been offered as a special topics class and we would like to make it a permanent course.

DR. CHRISTOPHER BARNHILL MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF HEALTH SCIENCES AND KINESIOLOGY. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

Revised Course(s):

[HSCF 3500: Applied Kinesiology and Biomechanics](#)

JUSTIFICATION:

Students who register for HSCF 3500 without previously completing HSCF 3005 are inadequately prepared for the material. Specifically, students are expected to have a thorough understanding of functional anatomy. HSCF 3005 provides the appropriate background that prepares students for HSCF 3500.

[KINS 2431: Foundations of Health and Physical Education](#)

JUSTIFICATION:

The rationale for the course revision is:

1. Remove the field experience portion of the class due to upcoming changes in the Pre-Professional Block practicum that currently exist in the COE.
2. Move the course offering from both spring and fall to spring only. Due to enrollment numbers, we do not need to offer it both semesters.
3. Offer the class in the Spring of the freshman year and open it to non-education majors for recruitment purposes.
4. The change in content will allow us to detach this class from the PPB.

Registrar's Note: After review, course changes box updated to reflect abbreviated title change updated submission.

Registrar's Note (2/7/2020): All courses should have an effective semester start date of fall. CIM form updated from Spring 2021 to Fall 2020.

DR. NEDRA COSSAMADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF HEALTH SCIENCES AND KINESIOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

[BHS-HS/GERO: Health Sciences B.H.S. \(Concentration in Gerontology\)](#)

JUSTIFICATION:

A Bachelor of Health Sciences Concentration in Gerontology will enable students to gain specific knowledge in gerontology, preparing them for 21st century careers in the field; Americans are living longer and represent diversity in needs and interest.

According to the U.S. Census Bureau, 13 percent of the population was 65 or over in 2010. Projections indicate that the aging population will make up over 60 percent of the U.S. population by the year 2030.

Creation of the Bachelor of Health Science Concentration in Gerontology is a strategy to increase campus and community awareness of the discipline. Currently, in the state of Georgia, only one institution (Georgia State University) offers an undergraduate interdisciplinary degree program in Gerontology.

Since the Fall Semester 2014, the Department of Health Sciences and Kinesiology has admitted nearly 30 students into the Gerontology Certificate Program. With the addition of the Bachelor of Health Science Concentration in Gerontology, the certificate program will remain. While the concentration in Gerontology will allow students to develop new perspectives to improve the quality of life for an increasingly important segment of our population, the certificate program integrates gerontology knowledge into students own disciplinary fields and professionals already working in areassuch as health care.

Labeling the program as "Concentration" is appropriate since it consists of more than 18 hours. GERO 5530 is a new course being developed and added to the program coursework to better expose students to health care policy that applies to the aging population. GERO 5530 replaces SMED 5600 as a requirement of the Gerontology Core.

This program will be offered on the following campus: Armstrong Campus.

[BSK-KINE: Exercise Science B.S.K. \(Concentration in Allied Health and Graduate School\)](#)

JUSTIFICATION:

Although the list of courses in the emphasis was approved, not all courses that were approved made it into the CIM system. This edit adjusts the list to include the missing courses, which should add up to the correct credit hours needed to complete the program.

This program will be offered on the following campus(es): Statesboro

This program will not be offered on the following campus(es): Armstrong and Liberty

[BSK-KINE/FWM: Exercise Science B.S.K. \(Concentration in Fitness and Wellness Management\)](#)

JUSTIFICATION:

We were informed that program changes reflected concentrations, not emphases. We are just needing to update the language. We also updated courses to permanent course codes that were already approved.

This program will be offered on the following campus(es): Statesboro

This program will not be offered on the following campus(es): Armstrong and Liberty

[BSK-KINE/IPA: Exercise Science B.S.K. \(Concentration in Inclusive Physical Activity\)](#)

JUSTIFICATION:

We were told to update this to show concentration instead of emphasis. This revision also

includes updates to permanent course codes that were recently approved. This concentration and all other concentrations under the BSK will only be offered on the Statesboro campus and will not be offered on the Armstrong and Liberty campus.

[BSK-KINE/SPF: Exercise Science B.S.K. \(Concentration in Sport Performance\)](#)

JUSTIFICATION:

This version has been updated to reflect permanent course numbers for certain classes. This program will be offered on the following campus(es): Statesboro. This program will not be offered on Armstrong and Liberty.

[BSK-KINE/TSC: Exercise Science B.S.K. \(Concentration in Tactical Strength and Conditioning\)](#)

JUSTIFICATION:

This update includes changing certain courses to newly approved permanent course codes. This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong and Liberty.

Dr. Joanne Chopak-Foss started asking for a first and second to vote on approval of the revised programs, before finishing Dr. Barbara Hendry asked if there was going to be any discussion because she had a minor comment for one of the programs.

Dr. Barbara Hendry noted that on [BSK-KINE: Exercise Science B.S.K. \(Concentration in Allied Health and Graduate School\)](#) there was an uncorrected error in "Program and Emphasis Area Admission Criteria" that needed to be changed to "Program and Concentration Area Admission Criteria" to match all the other changes in terminology from emphasis to concentration. Mr. Wayne Smith agreed that the Registrar's office would make this change on behalf of Dr. Stephen Rossi instead of rolling back the program for changes.

Dr. Joanne Chopak-Foss moved forward with the voting on the approval of the programs without the first and second. The programs were approved by the committee with the understanding the Registrar's office would make the minor terminology change.

A first motion was later made through email by Dr. Nedra Cossa. A second was made by Dr. TimMarie Williams to approve the revised program(s) was passed.

DEPARTMENT OF DEAN, WATERS HEALTH PROFESSIONS

New Course(s):

[HLPR 2130: Medical Terminology](#)

JUSTIFICATION:

Multiple medical terminology courses were previously offered within the college. This course is proposed as a replacement of multiple courses so there is a consistent offering for all health professions students.

Dr. Joanne Chopak-Foss mentioned that the existing courses this one is meant to replace have not been submitted for inactivation. Ms. Doris Mack noted they could be submitted simultaneously. Dr. Joanne Chopak-Foss followed by stating that it would be more helpful to have the inactivation for a course pushed through at the same time as the new course proposal so discussions pertaining to the complementary courses can be submitted at the same meeting.

DR. RICHARD MCGRATH MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF DEAN, WATERS HEALTH PROFESSIONS. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

School of Nursing

Revised Course(s):

[NURS 4113: Research](#)

JUSTIFICATION:

Students need the knowledge gained in the first foundational course in nursing prior to enrolling in Nursing Research. Approved by all faculty in the School of Nursing.

Course revision is being submitted to offer online asynchronous option.

DR. NEDRA COSSA MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE SCHOOL OF NURSING. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Dr. Joanne Chopak-Foss mentioned this course referenced BSN-ABS: Nursing Accelerated BSN which was showing as inactive when clicked. The question was directed to the Registrar's office as to why this was the case. Mr. Smith responded that the Registrar's office would look into this.

As requested, the Office of the Registrar has looked into NURS 4113 and the referenced BSN-ABS: Nursing Accelerated BSN. We located the link and the program was active.

DEPARTMENT OF REHABILITATION SERVICES

New Program(s):

[: Tactical Athlete Certificate](#)

JUSTIFICATION:

All three courses in the Tactical Athlete Certificate will be offered to active duty soldiers in the United States Army. This is a three week course that is online for the first two weeks and then face to face the last week. This certificate was developed and for current active duty soldiers to meet their current job requirements and work schedule and present material related to rehabilitative sciences.

This program will be offered on the following campus(es): Armstrong campus.

DR. NEDRA COSSA MADE A MOTION TO APPROVE THE NEW PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF REHABILITATION SERVICES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW PROGRAM(S) WAS PASSED.

Department of Diagnostic & Therapeutic Sciences

Program Inactivation(s):

[CER0-RT: Radiation Therapy Certificate](#)

JUSTIFICATION:

This program has not had a student in it in the last 10 years. This is not a graduate program. At this point the program is not serving anyone, will never have more than 1 or 2 people in it, and would require a faculty teaching overload if we did have someone in it because the students would need separate clinical course and scheduling offerings.

In addition, because this is an accredited program that accompanies the traditional Radiation Therapy program leading to the BSRS degree, we are paying an annual fee to have it recognized by our programmatic accreditor.

DR. NEDRA COSSAMADE A MOTION TO APPROVE THE INACTIVATED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF DIAGNOSTIC & THERAPEUTIC SCIENCES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE INACTIVATED PROGRAM(S) WAS PASSED.

C. College of Arts and Humanities

Department of Communication Arts

Dr. Melanie Stone presented the agenda items for the College of Arts and Humanities, Department of Communication Arts.

New Course(s):

[GFA 1000: Intro to On-Set Production](#)

JUSTIFICATION:

GFA is a University System of Georgia prefix. Georgia Southern University is partnering with the Georgia Film Academy. "The Georgia Film Academy is a collaborative effort of the University System of Georgia and Technical College System of Georgia supporting workforce needs of the film and digital entertainment industries. The academy will certify workforce ready employees in needed areas, connect students and prospective employees with employers, and offer a unique capstone experience for top students that will provide them a path to employment in Georgia."

[GFA 3010: Production Design](#)

JUSTIFICATION:

Georgia Southern University is partnering with the Georgia Film Academy. "The Georgia Film Academy is a collaborative effort of the University System of Georgia and Technical College System of Georgia supporting workforce needs of the film and digital entertainment industries. The academy will certify workforce ready employees in needed areas, connect students and prospective employees with employers, and offer a unique capstone experience for top students that will provide them a path to employment in Georgia."

DR. NEDRA COSSAMADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF COMMUNICATION ARTS. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

Mr. S. Norton Pease asked to move the presentations for the Department of History further down on the agenda from the College of Arts and Humanities.

DEPARTMENT OF MUSIC

Dr. Steven Harper presented the agenda items for the College of Arts and Humanities, Department of Music.

New Courses(s):

[MUSC 3460: Introduction to Music Industry](#)

JUSTIFICATION:

This course is being proposed in conjunction with a proposed concentration in Music Industry under the existing Bachelor of Arts in Music. This course is an introductory course for music industry majors.

[MUSC 4536: Live Sound Reinforcement](#)

JUSTIFICATION:

This course is being proposed as part of a proposed concentration in music industry under the existing Bachelor of Arts in Music. Live sound reinforcement is a crucial aspect of the technological side of the music industry, presenting different challenges than those faced in the recording studio.

[MUSC 5040: Special Topics in Music Industry](#)

JUSTIFICATION:

This course will allow us to offer special topics courses for the proposed BA Music Concentration in Music Industry program.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF MUSIC. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

New Program(s):

[: Music B.A. Concentration in Music Industry](#)

JUSTIFICATION:

This program is intended to expand the University's offerings in music beyond the traditional music education/classical performance curricula. The program will be fully offered only on the Armstrong Campus, as part of a restructuring of the Department's curricular delivery. The intent is to attract a body of potential students we have not previously been able to reach, as well as to demonstrate an ongoing commitment to the Armstrong Campus.

This program will be offered on the following campus(es): Armstrong.

This program will not be offered on the following campus(es): Statesboro, Liberty.

DR. RICHARD MCGRATH MADE A MOTION TO APPROVE THE NEW PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF MUSIC. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW PROGRAM(S) WAS PASSED.

Revised Program(s):

[BA-MUSC: Music B.A.](#)

JUSTIFICATION:

This program will be offered on the following campus(es): Statesboro, Armstrong. This program will not be offered on the following campus(es): Liberty.

In consolidation, we omitted MUSE Recital Attendance as a requirement. This is an accreditation requirement (National Association of Schools of Music); you can see from our other bachelor's degrees in Music that Recital Attendance is supposed to be here, as well. MUSE 1100 is a zero-credit course.

DR. RICHARD MCGRATH MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF MUSIC. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

CENTER FOR WOMEN & GENDER STUDIES

Mr. S. Norton Pease presented the agenda items for the College of Arts and Humanities, Center for Women & Gender Studies.

Revised Courses(s):

[WGSS 2100: Introduction to Women's, Gender, and Sexuality Studies](#)

JUSTIFICATION:

WGSS 2100 has been offered online at Armstrong for years. We are just formalizing and updating the process post-consolidation.

DR. NEDRA COSSAMADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE CENTER FOR WOMEN & GENDER STUDIES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Philosophy & Religious Studies

Mr. S. Norton Pease presented the agenda items for the College of Arts and Humanities, Department of Philosophy & Religious Studies.

Revised Program(s):

[115A: Religious Studies Minor](#)

JUSTIFICATION:

We would like to remove the word interdisciplinary from the title of the minor. The interdisciplinary title causes confusion during advising when students think they MUST take classes in disciplines other than RELS, when they can complete the minor within Religious Studies. We are also adding courses to the list of those that count toward the minor. This program will be offered on both the Statesboro and Armstrong campuses. This program is not offered on the Liberty Campus.

To add cross-listed courses with HIST and to add text to cover courses left off the list.

[680A: Philosophy Minor](#)

JUSTIFICATION:

The department feels that 6 credits of lower division courses should be able to count toward the minor. Also, the course Asian Religious Philosophy is a new course that covers Eastern philosophy and should count toward the minor.

This program will be offered on the Statesboro and Armstrong campuses. The classes may also be offered online.

To list out the lower level classes that could be include in the minor.

[BA-PHIL/LAW: Philosophy B.A. \(Concentration in Law\)](#)

JUSTIFICATION:

We would like to move the critical thinking class out of area F and into the major to let students have more flexibility in area F to complete their language requirements for the degree. Critical thinking, or alternatively the higher level Formal logic course, will still be required. It is merely moved into the major block. This program is offered on the Statesboro

campus only. It is not offered on Armstrong or Liberty campuses. We are adding CRJU 1100 since it is a prerequisite for other CRJU classes in the program. We are adding PHIL classes that were mistakenly left out of the major. Finally, we are adding language to correct for any courses left out in the future. This program is offered on the Statesboro campus only. It is not offered on Armstrong or Liberty campuses.

[BA-PHIL/RELS: Philosophy B.A. \(Concentration in Religious Studies\)](#)

JUSTIFICATION:

Creating a more streamlined pathway for students; addressing student confusion by simplifying credit hour ranges by listing some courses in multiple categories; allowing students to take Philosophy classes that were previously not listed; placing Asian Religions courses in three possible categories to incentivize students to take an Asian Religions course; adding new RELS classes that have been added to the catalog in the past year. This program is only offered on the Statesboro campus.

To include cross-listed courses with HIST and to cover any classes mistakenly left off the list.

DR. RICHARD MCGRATH MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF PHILOSOPHY & RELIGIOUS STUDIES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of History

Mr. S. Norton Pease presented the agenda items for the College of Arts and Humanities, Department of History.

New Courses(s):

[HIST 2400: The American Military Experience](#)

JUSTIFICATION:

2000-level courses are less demanding than 3000-5000-level courses. As a 2000-level course, the material, assessments, and overall student expectations are consistent with any history offering for non-history majors. Meets demand for ROTC military history requirement – cadets do not need a course for history majors; Popularity of military history as a recruiting for history majors – this course offers an introduction to the subject and discipline.

Mr. S. Norton Pease stated he and Dr. Brian Koehler were finalizing communication regarding the need to create a new & identical course, MSCI 2400, to cross list with HIST 2400. Cross listing the courses enables military students to get the credit they need for the course under the MSCI subject title. They requested the cross listing of HIST 2400 and MSCI 2400 be added as a friendly amendment to the agenda.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED AND THE ADDITION OF THE FRIENDLY AMENDMENT TO CROSS LIST HIST 2400 WITH MSCI 2400 BY THE DEPARTMENT OF HISTORY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW COURSE(S) AND FRIENDLY AMENDMENT WAS PASSED.

Revised Program(s):

[440A: History Minor](#)

JUSTIFICATION:

As a result of consolidation and miscommunication between the History Department and the Registrar, the History Department's minor requirements for the 2019-2020 catalog are far too open, as they allow students to complete a minor without taking any upper-division courses.

The changes listed above correct this error and allow students to also take 3 hours of selected courses at the 2000 level (HIST 2400, HIST 2500, HIST 2630). In accordance with the requirements for the core, students must take HIST 2110, 2111, or 2112.

Courses in this sequence (2110, 2111, 2112) may not be used to meet the 3 additional hours at the 2000

level. These changes update the Department's minor requirements to allow students to benefit from recently developed courses at the 2000 level.

This program is offered on the Statesboro and Armstrong campus only.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF HISTORY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Foreign Languages

Mr. S. Norton Pease presented the agenda items for the College of Arts and Humanities, Department of Foreign Languages.

Revised Program(s):

[344B: French Minor](#)

JUSTIFICATION:

The French Minor is offered in the following ways on the following campuses: Statesboro: F2F, Hybrid, Online

Armstrong: Hybrid,

Online Liberty: Online

[392A: German Minor](#)

JUSTIFICATION:

German Minor is offered in the following ways on the following campuses: Statesboro: F2F, Hybrid, Online

Armstrong:

Online Liberty:

Online

[916A: Spanish Minor](#)

JUSTIFICATION:

The Spanish Minor is offered in the following ways on the following campuses: Statesboro: F2F, Hybrid, Online

Armstrong: F2F, Hybrid,

Online Liberty: Online

[BA-MDLA/FR: Modern Languages B.A. \(Concentration in French\)](#)

JUSTIFICATION:

The BA-MDLA/FR Major is offered in the following ways on the following campuses: Statesboro: F2F, Hybrid, Online

Armstrong: Hybrid,

[BA-MDLA/GR: Modern Languages B.A. \(Concentration in German\)](#)

JUSTIFICATION:

The BA-MDLA/GR Major is offered in the following ways on the following campuses: Statesboro: F2F, Hybrid, Online

Armstrong:

Online Liberty:

Online Online:

Online

[BA-MDLA/SP: Modern Languages B.A. \(Concentration in Spanish\)](#)

JUSTIFICATION:

The BA-MDLA/SP Major is offered in the following ways on the following campuses: Statesboro: F2F, Hybrid, Online

Armstrong: F2F, Hybrid,

Online Liberty: Online

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF FOREIGN LANGUAGES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Interdisciplinary Studies

Mr. S. Norton Pease presented the agenda items for the College of Arts and Humanities, Department of Interdisciplinary Studies.

Revised Program(s):

[BA-WGSS: Women's, Gender, and Sexuality Studies B.A.](#)

JUSTIFICATION:

Cleaning house from errors in the consolidation process.

The full Program is offered on Armstrong and Statesboro campuses.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF INTERDISCIPLINARY STUDIES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Revised Program(s):

[BIS-GENST: Interdisciplinary Studies B.I.S.](#)

JUSTIFICATION:

Changes to "Campus Offering" statement.

This program will be offered on the following campus(es): Armstrong (Savannah), Liberty and Statesboro as face to face programs. The Music concentration is offered face to face on the Armstrong and Statesboro campuses, and is not offered as a concentration fully online. This program will not be offered on the following campus(es): Will not be offered on fully online. Please see BIS-GENST/OL : Interdisciplinary Studies B.I.S. (Online) for a fully online version of the program

[BIS-GENST/OL: Interdisciplinary Studies B.I.S. \(Online\)](#)

JUSTIFICATION:

Changes to "Campus Offering" statement.

This program will be offered on the following campus(es): Fully online. This program will not be offered on the following campus(es): Will not be offered on Statesboro, Savannah or Liberty as a face to face program.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF INTERDISCIPLINARY STUDIES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

D. College of Engineering and Computing

Dr. David Williams presented the agenda items for the College of Engineering and Computing.

Department of Civil Engineering & Construction

Revised Course(s):

[CENG 3331: Structural Analysis](#)

JUSTIFICATION:

Departmental faculty determined that MATH 3230 (Ordinary Differential Equations) is not required for this course.

[CENG 4518: Introduction to Senior Project](#)

JUSTIFICATION:

Requiring prior or concurrent enrollment in CENG 3333 or CENG 4331 ensures that students have (or are enrolled) in a design course.

[CENG 4730: Experiential Learning in Civil and Construction Engineering - COOP](#)

JUSTIFICATION:

Requirement of a "C" or better for the prerequisite common to all program required courses Faculty determined that 1 credit hour is more appropriate for this course and that, for a COOP experience to be technically equivalent to the material presented in a 3-hour technical elective, the student would need at least 3 semesters of coop/internship activity.

[CENG 5138: Water and Sanitation for International Development](#)

JUSTIFICATION:

Change in prerequisite enables students from other majors (with appropriate coursework) to take the course.

[CENG 5331: Advanced Structural Analysis](#)

JUSTIFICATION:

CENG 1731 replaces ENGR 1731 (providing program-specific content), MATH 2331 no longer offered.

[CENG 5434: Surveying History Law](#)

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying or TCM 2233 Construction Surveying and provides knowledge & skill for Surveying-Geomatics legal issues and applications that are experienced in Surveying Practice. This course prepares students to develop responsible determinations of property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that

this proposed course along with the above mentioned courses will help fill that void.

[CENG 5438: Surveying-Geomatics Professional Practice](#)

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & CENG 5431 Advanced Surveying & CENG 5434 Surveying History and Law and provides knowledge & skill for Subdivision design applications. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void. Also, this course is a required course for application for licensure as a Land Surveyor in Training and ultimately as a Professional Surveyor in the State of Georgia.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED CENG COURSE(S) SUBMITTED BY THE DEPARTMENT OF CIVIL ENGINEERING & CONSTRUCTION. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED CENG COURSE(S) WAS PASSED.

Revised Course(s):

[TCM 2233: Construction Surveying](#)

JUSTIFICATION:

Content within the Civil Engineering graphics course (CENG 1133) also provides the necessary prerequisite knowledge.

[TCM 2234: Mechanical and Electrical Equipment and Systems](#)

JUSTIFICATION:

Content within the Civil Engineering graphics course (CENG 1133) also provides the necessary prerequisite knowledge.

[TCM 3231: Steel Structures](#)

JUSTIFICATION:

Prerequisite simplified to TCM 2235 (Intro to Structures) since this course covers all of the required content needed for TCM 3231.

[TCM 3232: Concrete and Masonry Structures](#)

JUSTIFICATION:

Prerequisite simplified to TCM 2235 (Intro to Structures) since this course covers all of the required content.

[TCM 3330: Quantity Estimating](#)

JUSTIFICATION:

Engineering graphics courses (CENG 1133 or ENGR 1133 or TCM 1232) and materials (TCM 1131) added since estimating requires students to understand construction plans and material properties.

[TCM 4432: Construction Administration](#)

JUSTIFICATION:

Content within the Civil Engineering finance course (CENG 3135) also provides the necessary prerequisite knowledge.

TCM 4434: Soils and Foundations

JUSTIFICATION:

Content within the Civil Engineering surveying course (CENG 2231) also provides the necessary prerequisite knowledge.

TCM 5330: Green Building and Sustainable Construction

JUSTIFICATION:

Students with senior status have completed the required freshman and sophomore level courses.

TCM 5333: Building Information Modeling

JUSTIFICATION:

Content within the Civil Engineering graphics course (CENG 1133) also provides the necessary prerequisite knowledge.

TCM 5431: Construction Cost Estimating

JUSTIFICATION:

Content within the Civil Engineering finance course (CENG 3135) also provides the necessary prerequisite knowledge.

TCM 5433: Proj Planning/Scheduling

JUSTIFICATION:

Content covered in BUSA 3131 does not directly correlate with content from this course.

DR. RICHARD MCGRATH MADE A MOTION TO APPROVE THE REVISED TCM COURSE(S) SUBMITTED BY THE DEPARTMENT OF CIVIL ENGINEERING & CONSTRUCTION. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED TCM COURSE(S) WAS PASSED.

Revised Program(s):

BSCE-CIVL: Civil Engineering B.S.C.E.

JUSTIFICATION:

Addition of the Accelerated Bachelors to Master's (ABM) program requirements. This program will be offered on the following campus: Statesboro Campus. This program will not be offered on the following campus(es): Armstrong and Liberty campus.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF CIVIL ENGINEERING & CONSTRUCTION. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Information Technology

Revised Course(s):

IT 2530: Operating Systems

JUSTIFICATION:

Removed unneeded prerequisites and added minimum prerequisite (Intro to IT).

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF INFORMATION TECHNOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Course Inactivation(s):

[IT 4338: Client/Server Systems](#)

JUSTIFICATION:

This course was part of the pre-consolidation BIT degree, which has since been deleted. It was kept during the "teach out" period.

[IT 4339: Network Design and Administration](#)

JUSTIFICATION:

This course was part of the pre-consolidation BIT degree, which has since been deleted. It was kept during the "teach out" period.

[IT 4430: Graphics Design](#)

JUSTIFICATION:

This course was part of the pre-consolidation BIT degree, which has since been deleted. It was kept during the "teach out" period.

[IT 4531: Senior Capstone Project II](#)

JUSTIFICATION:

This course was part of the pre-consolidation BIT degree, which has since been deleted. It was kept during the "teach out" period.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE INACTIVATED COURSE(S) SUBMITTED BY THE DEPARTMENT OF INFORMATION TECHNOLOGY. A SECOND WAS MADE BY DR. LINDA SOARES AND THE MOTION TO APPROVE THE INACTIVATED COURSE(S) WAS PASSED.

Revised Program(s):

[BSIT-IT: Information Technology B.S.I.T.](#)

JUSTIFICATION:

This program will be offered on the following campus(es): Statesboro, Armstrong. This program will not be offered on the following campus: Liberty.

Removed IT 1330 as option in Area F. This course option was a holdover from consolidation with Armstrong and was only relevant during the "teach out" period of the (now retired) BIT program.

[BSIT-IT/DS: Information Technology B.S.I.T \(Concentration in Data Science\)](#)

JUSTIFICATION:

This program will be offered on the following campus: Statesboro

This program will not be offered on the following campus(es): Armstrong, Liberty.

Removed CISM 4239 from major requirements. No longer a relevant part of the data science curriculum.

Removed BUSA 3132 and replaced it with OSCM 3430. OSCM is more relevant. Update the program outcomes to match website/BSIT.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF INFORMATION TECHNOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

DEPARTMENT OF MANUFACTURING ENGINEERING

Revised Course(s):

[MFGE 2421: Introduction to Additive Manufacturing Studio](#)

JUSTIFICATION:

The credit hours should be variable. Both lecture and laboratory are included in this course. Variable credit and contact hours provides more scheduling options such as ease of scheduling multiple lab sections.

[MFGE 4321: Manufacturing Engineering Capstone I](#)

JUSTIFICATION:

The course credit hours should be variable. Both lecture and laboratory contents are included in this course. Variable credit and contact hours provides more scheduling options such as ease of scheduling multiple lab sections.

[MFGE 4322: Manufacturing Engineering Capstone II](#)

JUSTIFICATION:

The course credit hours should be variable. Both lecture and laboratory contents are included in this course. Variable credit and contact hours provides more scheduling options such as ease of scheduling multiple lab sections.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF MANUFACTURING ENGINEERING. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

New Course(s):

[MFGE 5133: Advanced Engineering Project Management](#)

JUSTIFICATION:

Currently, there is not a course that covers these topics in the MFG curriculum. This course will be offered as an upper level technical elective within the program.

[MFGE 5134: Reliability Engineering](#)

JUSTIFICATION:

Currently, there is not a course that covers these topics in the MFG curriculum. This course will be offered as an upper level technical elective within the program.

[MFGE 5335: Machine Vision](#)

JUSTIFICATION:

Currently, there is not a course that covers these topics in the MFG curriculum. This course will be offered as an upper level technical elective within the program.

[MFGE 5336: Smart and Sustainable Manufacturing](#)

JUSTIFICATION:

With recent advancement in manufacturing technologies such as additive manufacturing, as well as wireless communication and data sciences, it is crucial that the next generation of students in all engineering disciplines and specifically in manufacturing engineering, acquire adequate knowledge on the 4th industrial revolution happening at this era. This course will be offered as an upper level technical elective within the program.

[MFGE 5533: Heat Treatment and Microstructure of Metal](#)

JUSTIFICATION:

Currently, there is not a course that covers these topics in the MFG curriculum. This course will be offered as an upper level technical elective within the program.

[MFGE 5538: Nondestructive Testing and Evaluation Techniques](#)

JUSTIFICATION:

Quality inspection and material evaluation is an important part of any manufacturing processes. Students in manufacturing engineering need to learn about the qualification process of the parts, and be able to have related considerations in design, manufacturing, and operation stages as well. This course will be offered as an upper level technical elective within the program.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF MANUFACTURING ENGINEERING. A SECOND WAS MADE BY DR. LINDA SOARES AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

E. College of Behavioral and Social Sciences

Dr. Barbara Hendry presented the agenda items for the College of Behavioral and Social Sciences, Department of Sociology & Anthropology.

Department of Sociology & Anthropology

New Course(s):

[ANTH 3336: Anthropology of the Body](#)

JUSTIFICATION:

Exposes students to anthropological research and analysis on human bodies from a cultural perspective. Examines how human bodies are interpreted differently across different cultures and across history. Reflects growing body of research in this area which helps us to understand disparities in human experiences. Reflects faculty expertise and will broaden the curriculum for students.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

School of Human Ecology

Dr. Beth Myers presented the agenda items for the College of Behavioral and Social Sciences, School of Human Ecology.

Revised Course(s):

[CHFD 2135: Child Development](#)

JUSTIFICATION:

This course is being adjusted to reflect changes as needed to meet the new Birth through Kindergarten program which will start in Fall 2020.

[CHFD 2137: Lifespan Development](#)

JUSTIFICATION:

The course had been taught as an online course for a number of years but was not in CIM as

asynchronous.

Registrar's Note: Checked grade mode in course changes to reflect updated CIM form.

[CHFD 3136: Adult Development and Later Life](#)

JUSTIFICATION:

Adding an online section of the course.

[CHFD 3232: Sexuality in Human Development](#)

JUSTIFICATION:

Adding an online section of the course.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED CHFD COURSE(S) SUBMITTED BY THE SCHOOL OF HUMAN ECOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Course(s):

[FMAD 3210: Computer-Aided Design](#)

JUSTIFICATION:

FMAD 1110 Fashion Fundamentals, the intro course for the major, should be a prerequisite for this course so that enrolled students will have an understanding of basic fashion concepts. We believe adding this prereq will help to enhance student success in this course.

[FMAD 3237: Apparel Analysis](#)

JUSTIFICATION:

FMAD 1110 should be a prerequisite for this course so that enrolled students will have an understanding of basic fashion concepts of apparel production and development to enhance student success in this course.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED FMAD COURSE(S) SUBMITTED BY THE SCHOOL OF HUMAN ECOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

[BS-CFD/CD: Child and Family Development B.S. \(Concentration in Child Development\)](#)

JUSTIFICATION:

Nutrition was previously a part of Child & Family Development programs as both stem from Family and Consumer Sciences. Students in the major who choose any or all of the nutrition courses as their guided major electives will be better informed to support children, youth, adults, and families within education, services, and programming involving nutrition.

This program is offered on the Statesboro campus. It is not offered on the Armstrong or Liberty campuses.

[BS-CFD/CL: Child and Family Development B.S. \(Concentration in Child Life\)](#)

JUSTIFICATION:

Adding additional options for Child Life concentration Guided Major Electives; Medical terminology changed the course number and this was updated on the guided major electives list.

Nutrition was previously a part of Child & Family Development programs as both stem from

Family and Consumer Sciences. Students in the major who choose any or all of the nutrition courses as their guided major electives will be better informed to support children, youth, adults, and families within education, services, and programming involving nutrition.

This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong/Liberty

[BS-CFD/FS: Child and Family Development B.S. \(Concentration in Family Services\)](#)

JUSTIFICATION:

Nutrition was previously a part of Child & Family Development programs as both stem from Family and Consumer Sciences. Students in the major who choose any or all of the nutrition courses as their guided major electives will be better informed to support children, youth, adults, and families within education, services, and programming involving nutrition.

This program is offered on the Statesboro campus. It is not offered on the Armstrong or Liberty campuses.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED CFD PROGRAM(S) SUBMITTED BY THE SCHOOL OF HUMAN ECOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Revised Program(s):

[BS-FMADN: Fashion Merchandising and Apparel Design B.S.](#)

JUSTIFICATION:

CISM 1110 and CISM 1120 are no longer offered so we need to replace these courses with COMM 1110. The faculty believe COMM 1110 will be a very beneficial class to FMAD majors to help them learn how to communicate their ideas effectively.

This program will be offered on the following campus(es): Statesboro

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED FMAD PROGRAM(S) SUBMITTED BY THE SCHOOL OF HUMAN ECOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Public & Nonprofit Studies

Dr. Trent Davis presented the agenda items for the College of Behavioral and Social Sciences, Department of Public & Nonprofit Studies.

Revised Course(s):

[NMLI 2231: Introduction to Nonprofit Management](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

The course number is being changed from a 3000 level to a 2000 level to better reflect the

introductory nature of the course. This change mirrors the change (effective Fall 2019) to Introduction to Public Administration (PBAD 2231) that was previously offered as a 3000 level course.

Registrar's Note: Course number changed from original: 3631 to 2231 to correctly reflect schedule type.

[NMLI 3632: Social Entrepreneurship, Enterprise, and Innovation](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

[NMLI 3633: International Non-governmental Organizations](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

[NMLI 4332: Resource Development and Management for Nonprofits](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

[NMLI 4333: Strategic Management for Nonprofits](#)

JUSTIFICATION:

The Department of Public and Nonprofit Studies is transferring a number of existing undergraduate and graduate courses under the PBAD prefix to the new NMLI (Nonprofit Management, Leadership, and Innovation) prefix. This is being done in order to differentiate the department's undergraduate and graduate nonprofit course curricula from its public

administration, public management, and public policy offerings. The department offers a Minor in Nonprofit Management at the undergraduate level and a concentration in Nonprofit Management as part of the department's Master of Public Administration (MPA) program. The Department of Public and Nonprofit Studies is also a member of the Nonprofit Academic Centers Council (NACC).

PBAD 4031: Selected Topics in Public and Nonprofit Management

JUSTIFICATION:

The course title and catalog description is being changed to mirror the graduate course equivalent (PBAD 7030). This course will be offered for selected topics in public administration/management, as well as in areas of addressing the nonprofit sector.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF PUBLIC & NONPROFIT STUDIES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

019B: Public Policy Minor

JUSTIFICATION:

Minoring in public policy would be beneficial for students focused on majors such as accounting, business administration, criminal justice, economics, history, sociology, art, music, marketing, political science, and public health, complementing their existing coursework and advantaging their efforts to seek employment in public-serving organizations after graduation. The minor would also improve students' abilities to function as citizens. The aim of the minor is to provide students with an understanding of the fundamental elements involved in the public policy process and the analytical skills necessary to make informed judgments about policy-making, policy implementation, and substantive policy outcomes. The minor is comprised of courses focusing on the theoretical perspectives, analytical skills, and substantive knowledge needed for the study and analysis of public policy issues.

Finally, the minor would prepare undergraduates for graduate-level work in Master of Public Administration (MPA) and Master of Public Policy (MPP) programs, the premier avenues for management or policy specialist employment in public and nonprofit organizations. These programs open up employment opportunities in areas such as budgeting, finance, policy analysis, and program management at all levels of government and in all types of nonprofit organizations. Georgia Southern students would be advantaged by completing a minor preparing students for graduate study in these areas. The minor would benefit the University's own MPA program, introducing undergraduates to the field and thereby raising the visibility of the program.

Registrar's Note: This program will be offered online and on the Statesboro Campus.

020B: Nonprofit Management Minor

JUSTIFICATION:

Minoring in nonprofit management would be beneficial for students focused on majors such as accounting, business administration, criminal justice, economics, history, sociology, art, music, marketing, political science, public health, and interdisciplinary studies complementing their existing coursework and advantaging their efforts to seek employment in public-serving organizations after graduation. The minor would also improve students' abilities to function as citizens. The aim of the minor is to provide students with an understanding of the major

organizational theories underlying nonprofit/nongovernmental organizations. This theoretical context would be supported by practical, workforce development training in the administration and management of nonprofit organizations. The curriculum (program and course student learning outcomes) were developed using the Nonprofit Academic Centers Council's (NACC) curricular guidelines for undergraduate study in the nonprofit sector and philanthropy. The Department of Public and Nonprofit Studies is a NACC member.

Finally, the minor would prepare undergraduates for graduate-level work in Master of Public Administration (MPA) and Master of Nonprofit Management (MNM) programs, the premier avenues for management specialist employment in public and nonprofit organizations. These programs open up employment opportunities in areas such as budgeting, finance, resource development (fundraising/grant writing) and program management in all types of nonprofit organizations. Georgia Southern students would be advantaged by completing a minor preparing students for graduate study in these areas. The minor would benefit the University's own MPA program, introducing undergraduates to the field and thereby raising the visibility of the program. Registrar's Note: This program will be offered online and on the Statesboro Campus.

805A: Public Administration Minor

JUSTIFICATION:

JANUARY 2020: PBAD 4431 course title change being proposed, will need to be updated in table.

Registrar's Note: This program will be offered online and on the Statesboro Campus.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF PUBLIC & NONPROFIT STUDIES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Political Science & International Studies

Dr. Brett Curry presented the agenda items for the College of Behavioral and Social Sciences, Department of Political Science & International Studies.

New Course(s):

POLS 3439: Comparative Judicial Politics

JUSTIFICATION:

Part of a new proposed Concentration in Law and Politics. This course will address student demand on both the Statesboro and Armstrong campuses for opportunities to study law and courts from a comparative perspective. It will prepare students for graduate study in international affairs and law, and for success in a job market that values the ability to navigate foreign legal systems.

POLS 3449: Torts

JUSTIFICATION:

This course request is made as part of the new proposed Concentration in Law and Politics within the Department of Political Science and International Studies. This course provides students with practical knowledge in introducing them to an overview of tort law, as well as its relationship with politics. It will prepare students for graduate study or law school.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE

DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL STUDIES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

Revised Course(s):

[POLS 3101: Moot Court I](#)

JUSTIFICATION:

We are updating the learning outcomes for this course as part of its incorporation in a proposed Concentration in Law & Politics.

[POLS 3137: Judicial Politics](#)

JUSTIFICATION:

We are updating the learning outcomes for this course as part of its incorporation in a proposed Concentration in Law & Politics.

[POLS 3138: Constitutional Law: Government Powers](#)

JUSTIFICATION:

We are updating the learning outcomes for this course as part of its incorporation in a proposed Concentration in Law & Politics.

[POLS 3139: Constitutional Law: Civil Liberties and Civil Rights](#)

JUSTIFICATION:

We are updating the learning outcomes for this course as part of its incorporation in a proposed Concentration in Law & Politics.

[POLS 3438: Gender and the Law](#)

JUSTIFICATION:

We are updating the learning outcomes for this course as part of its incorporation in a proposed Concentration in Law & Politics.

[POLS 4134: International Law and Diplomacy](#)

JUSTIFICATION:

Part of a new proposed concentration in Law and Politics. This course addresses student demand for opportunities to study the substance of international law and its role in international politics. It will prepare students for graduate study in international affairs and law, and for success in careers at international governmental and non-governmental organizations, and industries in the private sector operating on a global scale.

[POLS 4440: Immigration Law and Policy](#)

JUSTIFICATION:

Part of a new proposed concentration in Law and Politics. This course will address student demand for opportunities to study the diverse political responses of national communities to global migration. It will prepare students for graduate study in domestic homeland security, international affairs and law, and for success in careers in immigration regulation and compliance, and immigrant advocacy.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL STUDIES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

New Program(s):

: Political Science B.A. (Concentration in Law and Politics)

JUSTIFICATION:

Will facilitate Pillar 1 (Student Success) and Pillar 2 (Teaching and Research) of the University's Strategic Plan. The program will promote the professional development of students in several ways, emphasizing the symbiotic relationship between politics and law: 1) Enable students to read and analyze the substance of the law (cases, statutes, and regulations); 2) Enable students to understand the process by which law is formulated and implemented; 3) Enable students to evaluate the effectiveness of the law. The development of these skills will prepare students for graduate studies or law school or entry-level legal positions.

The program will also support faculty development as teacher-scholars. Faculty will deliver courses that provide a complete experiential learning environment, involving students in research in their areas of expertise in substantive areas of law and politics.

Including a law and politics concentration within the Political Science Major is responsive to student demand and better positions students to meet the demands of the relevant job market.

This program will be offered on the following campuses: Statesboro Campus; Armstrong Campus. This program will not be offered on the following campus: Liberty Campus.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE NEW PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL STUDIES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW PROGRAM(S) WAS PASSED.

Program Inactivation(s):

BA-LAWS: Law and Society B.A.

JUSTIFICATION:

The Law and Society BA has seen significant enrollment declines and, with consolidation, the department's faculty teaching in this area have proposed a Concentration in Law and Politics as a "track" within the general Political Science degree to replace this separate BA. It better aligns with faculty expertise, better utilizes departmental resources, and is a more effective credential for students who seek to enter law school, graduate study, etc.

526B: Legal Studies Minor

JUSTIFICATION:

The Legal Studies Minor has become obsolete given curriculum changes after consolidation. The proposed Concentration in Law and Politics is slated to be a reinvigorated and expanded version of this minor that better utilizes departmental resources and better meets student needs.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE INACTIVATED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF POLITICAL SCIENCE & INTERNATIONAL STUDIES. A SECOND WAS MADE BY DR.

Lina Soares and the motion to approve the inactivated program(s) was passed.

Dr. Karen Naufel presented the agenda items for the College of Behavioral and Social Sciences, Department of Psychology.

New Course(s):

[PSYC 3142: Research and Analysis II Lab](#)

JUSTIFICATION:

This class used to be included as part of the PSYC 3141 class. We are now separating out the components to allow for consistency of lab sections and ease of scheduling across 3 campuses.

[PSYC 3899: Directed Study in Experiential Learning](#)

JUSTIFICATION:

Experiential learning is encouraged in undergraduate study of psychology. This course would allow students to pursue experiential learning opportunities related to psychology, and get the psychology-related guidance for these opportunities, that are not otherwise encapsulated in this curriculum.

[PSYC 4485: Evidence-Based Decision-Making](#)

JUSTIFICATION:

In January 2019, the faculty of the psychology recognized a need for a consistent capstone course: A course that could integrate all the program goals for the undergraduate psychology major. This course is a new course that integrates information and skills acquired as a student progresses through the psychology major.

[PSYC 4599: Psychology Capstone Course](#)

JUSTIFICATION:

In the 2018-2019 catalog or later, students have the option of taking several different courses for their capstone course. However, not all capstones can easily integrate and master all of the undergraduate psychology program's goals. This course therefore provides a mechanism by which students can demonstrate that they have mastered content and skills acquired throughout the degree program.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF PSYCHOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

Revised Course(s):

[PSYC 3141: Research and Analysis II](#)

JUSTIFICATION:

We are separating the supervised laboratory component from this course. This will allow more consistency in teaching the labs across campuses, and it will permit students to have greater access to laboratory opportunities.

Registrar's Note: Checked corequisites and schedule type in course changes to reflect updated CIM form.

[PSYC 3729: Service Learning in Psychology](#)

JUSTIFICATION:

This course often requires work and contact hours that would substantiate 3 hours of credit according to federal law. Therefore, we would like for this course to have variable

hours. Additionally, some instructors arrange service learning opportunities, and then invite

students to partake. Therefore, we changed the catalog description to allow both student and instructor-arranged service learning projects.

Registrar's Note: Checked grade mode and schedule type in the course changes field to reflect updated CIM form.

[PSYC 4191: Learning and Behavior](#)

JUSTIFICATION:

Students can take this course without the pre-requisites of PSYC 3400 or PSYC 3410. This was a typographical error that resulted from consolidation.

[PSYC 4991: Learning and Behavior Lab](#)

JUSTIFICATION:

The pre-requisite for the course should be PSYC 3141. This is a typographical error that resulted post-consolidation.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF PSYCHOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

[BS-PSYC: Psychology B.S.](#)

JUSTIFICATION:

This program will be offered on the Armstrong, Statesboro, and Liberty campuses. On November 1, 2019, psychology department faculty members voted unanimously to deactivate all tracks within the B. S. Psychology Program in favor of a single curriculum. This single curriculum provides students with coursework that demonstrates both the depth and breadth of psychology, and it is consistent with the goals outlined in the American Psychological Association Guidelines for the Undergraduate Major v2.0. Additionally, the proposed curriculum ensures that all students have opportunities to learn about psychology from multiple perspectives, apply information, and engage in professional development opportunities via experiential learning.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF PSYCHOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

[Inactivated Program\(s\):](#)

[BA-PSYC: Psychology B.A.](#)

JUSTIFICATION:

This program will be offered on the Liberty campus through various modes of instruction.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE INACTIVATED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF PSYCHOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE INACTIVATED PROGRAM(S) WAS PASSED.

DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY

Dr. Barbara Hendry presented the agenda items for the College of Behavioral and Social Sciences, Department of Sociology & Anthropology.

Revised Course(s):

[SOCI 2434: Social Data Analysis](#)

JUSTIFICATION:

This is an existing course. We seek to provide this course to students on all three campuses as well as online students.

[SOCI 3250: Sociology of Education](#)

JUSTIFICATION:

This is an existing course. We are simply asking to add asynchronous instruction as a delivery method. Faculty member has completed online training.

[SOCI 3600: Media and Society](#)

JUSTIFICATION:

This is an existing course. We are adding asynchronous instruction as an option. Faculty member has completed online training.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

F. Parker College of Business

Mrs. Cindy Randall presented the agenda items for the Parker College of Business.

School of Accountancy

Revised Course(s):

[ACCT 3132: Intermediate Accounting II](#)

JUSTIFICATION:

The course title was incorrect. Acct 3131 is Intermediate I and Acct 3132 is Intermediate II. This course was titled Intermediate I in Banner.

[ACCT 4130: Accounting Information Systems](#)

JUSTIFICATION:

The material in Acct 3131 that addresses the Accounting Information System is covered early in the semester. In order to allow students to move forward in their plan of study we are allowing concurrent enrollment in this course.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE SCHOOL OF ACCOUNTANCY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

DEPARTMENT OF ENTERPRISE SYSTEMS & ANALYTICS

New Course(s):

[CISM 4137: Project Management for Analytics](#)

JUSTIFICATION:

In the new BBA/IS, the Analytics track requires a specialized project management course geared to managing analytics projects.

[CISM 4138: Agile Project Management](#)

JUSTIFICATION:

Increasingly practicing software development organizations employ agile project management techniques. This provides hands on instruction so that the student is familiar with agile methodologies.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF ENTERPRISE SYSTEMS & ANALYTICS. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

Revised Course(s):

[CISM 2030: Introduction to Business Programming](#)

JUSTIFICATION:

Changes to course content to support the new structure of the BBA/IS program.

[CISM 3333: ERP Systems Using SAP](#)

JUSTIFICATION:

Aligning the prerequisites to match the changes in the BBA/IS program.

[CISM 4135: General Project Management](#)

JUSTIFICATION:

Reflects a slight change the description to better align with the course content for the revised BBA/IS program.

Registrar's Note: Updated course changes to include CIP code based on CIM form changes.

[CISM 4237: Business Intelligence](#)

JUSTIFICATION:

Aligning the course prerequisites for the new content of the BBA/IS program. The change is from CISM 2530 to CISM 3131 which will give the student more background in information systems.

[CISM 4335: Advanced Business Applications Programming \(ABAP\) for the SAP/ERP System](#)

JUSTIFICATION:

Changes to the prerequisites to align the course with the content of the new BBA/IS program. Ensures the students have a background in the SAP ERP system.

Registrar's Note: Updated course changes to include abbreviated title, contact hours, and schedule type based on CIM form changes.

[CISM 4434: Enterprise System Configuration](#)

JUSTIFICATION:

Change to the course description to match the new content for the revised BBA/IS program contents. Corresponding change in contents.

Registrar's Note: Updated course changes to include contact hours and credit hours based on CIM form changes.

CISM 4437: Machine Learning for Business

JUSTIFICATION:

Alignment of title, course description and prerequisites to match the new content of the course in the revised BBA/IS program.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF ENTERPRISE SYSTEMS & ANALYTICS. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

209A: Business Analytics Minor

JUSTIFICATION:

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong and Liberty.

This revision of the Business Analytics Minor is bring it into conformity with the revision to the BBA/IS program revision.

All the program prerequisites have been deleted as unnecessary and not allowed. The course pre-requisites will be the standard of admission.

BUSA 3132 was removed from the program because it is a prerequisite course to BUSA 4133. In the electives, ECON 4131, FINC 3231, LOGT 4234, MKTG 4131, OSCM 4436 were removed to focus on business analytics. CISM 4237 and IT 5135 were removed because their course content was duplicated in other courses. CISM 4137 - Project Management for Analytics was added to allow students to focus on the special project management needs of analytics projects. This is a course now going through the approval process. CISM 4530 - Big Data Tools and Techniques was added allow students to gain an appreciation for the handling of large datasets and the technologies involved. This is a course now going through the approval process.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF ENTERPRISE SYSTEMS & ANALYTICS. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Economics

Revised Course(s):

ECON 2105: Principles of Macroeconomics

JUSTIFICATION:

The Council on General Education recommends use of the common course description.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF ECONOMICS. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

DEPARTMENT OF FINANCE

Revised Certificate Program(s):

[CER0-FINTECH: Financial Technology \(FinTech\) Certificate Program](#)

JUSTIFICATION:

In September 2018, the Board of Regents of the University System of Georgia announced the formation of the Georgia FinTech Academy, a "statewide initiative to create a talent pipeline for Georgia's fast-growing financial technology (FinTech) sector." The FinTech certificate program allows the Georgia Southern University Parker College of Business to participate in the FinTech consortium in a manner which meets USG objectives, aligns with College objectives, and promotes student opportunities while leveraging existing infrastructure.

The Georgia FinTech Academy has developed five online courses (prefix FTA) which are available for credit to students enrolled at institutions within the USG. The proposed change to the certificate program will allow students at GSU to earn up to 6 semester hours (of the 15 hours required for certification) by taking the FTA courses. This expands the curriculum offerings to GSU students who want to earn the FinTech certification while minimizing the additional burden on the FINC and CISM faculty here at GSU.

Students on the Statesboro campus as well as the Armstrong campus may to earn this certification.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED CERTIFICATE PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF FINANCE. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED CERTIFICATE PROGRAM(S) WAS PASSED.

Department of Management

Revised Course(s):

[MGNT 3235: Leadership in Organizations](#)

JUSTIFICATION:

Typo in prerequisite field - "C" or better in MGNT 3130 is required, not a "D".

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF MANAGEMENT. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

G. College of Science and Mathematics

Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.

Department of Biology

Revised Course(s):

[BIOL 2010: Principles of Microbiology](#)

JUSTIFICATION:

These changes to the credit hours, contact hours and schedule-type are the behind-the-scenes way of programming BANNER to allow for multiple "lab times" to go with each "lecture" of this lecture-lab "Combination" course. There are no actual pedagogical changes being made and it is still a single 4 cr hr course.

Registrar's Note: The effective Spring & Summer 2020 requests should have Provost Office

approval

[BIOL 2275: Microorganisms and Disease](#)

JUSTIFICATION:

These revisions to contact hours and schedule type are simply the behind-the-scenes method of programming BANNER to allow for multiple "lab time" options for a single "lecture" in this 4 cr hr lecture-lab "combo course". There is no actual pedagogical change being made to the course.

Registrar's Note: The effective Spring & Summer 2020 requests should have Provost Office approval.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF BIOLOGY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Physics & Astronomy

Revised Course(s):

[PHYS 5530: Thermal Physics](#)

JUSTIFICATION:

The prerequisite was changed

- (i) to ensure the smooth progression for the physics majors toward their degrees
- (ii) to change redundant pre-requisites (MATH2243) for more appropriate one (MATH2242). The topics included in MATH2243 are not necessary to achieve the learning outcomes of PHYS5530.

DR. RICHARD MCGRATH MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF PHYSICS & ASTRONOMY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Programs(s):

[BS-PHYS: Physics B.S.](#)

JUSTIFICATION:

The revision to existing program intend to improve the program, introduce the emphasis and include the two new courses PHYS 1210 and PHYS 3630.

This program will be offered on the following campuses: Statesboro, Armstrong. This program will not be offered on the following campus: Liberty

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF PHYSICS & ASTRONOMY. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Mathematical Sciences

Revised Course(s):

[STAT 1401: Elementary Statistics](#)

JUSTIFICATION:

The prerequisites for STAT 1401 are being removed as part of the new USG's initiative "STAT Pathway" to allow STAT 1401 to count as an Area A2 math course. We also cross listed the "MATH" 1401 as equivalent to assist recognition of the eCORE equivalent to Elementary

approval

Statistics

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF MATHEMATICAL SCIENCES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Programs(s):

[BS-MATH: Mathematical Sciences B.S.](#)

JUSTIFICATION:

This Revision adds to the "Other Degree Requirements" the requirement that graduating math majors take the Major Fields Test (in mathematics) as an exit exam. This is being utilized as part of program assessment, similar to other departments in COSM.

This request will be offered at the following campus(es): Armstrong and Statesboro
This program will not be offered on the following campus(es):
Liberty

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF MATHEMATICAL SCIENCES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Dean of Mathematical Sciences

Revised Programs(s):

[AS-CORE: Associate of Science A.S.](#)

JUSTIFICATION:

The purpose of this is to generate interest and provide clear guidance for students in the Associate's Degree program so they are best-positioned to continue onward into a science- related baccalaureate degree. The college was set to COSM as it had not been designated since Consolidation, but the program had formerly been housed by COST at ASU. Adding clear "pathways" is a trend being adopted by several other institutions in the state.

This program is offered on the Liberty campus.

This program is not offered on the Statesboro or Armstrong campuses.

MS. DONNA MULLENAX MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEAN OF MATHEMATICAL SCIENCES. A SECOND WAS MADE BY DR. LINA SOARES AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

IV. OTHER BUSINESS

Mr. Smith introduced Alicia Bechtel as a new employee to the Registrar's Office, and the new name change for the department from Scheduling & Publications to Catalog & Course Scheduling. Reminded that the catalog approver's & editor's deadline was Friday, February 21st and the plan was to have the catalog open for edits through March 13th for 3 week editing time period.

Ms. Donna Mullenax asked Dr. Joanne Chopak-Foss about the due date for scores as there were conflicting dates emailed. The official due date was Thursday, February 20th by 5 p.m.

Statistics

Dr. Joanne Chopak-Foss stated that March and April typically have the heaviest course loads

and that in the past have been split so that committee members do not have to attend the entire meeting both times.

Ms. Doris Mack informed the committee that at this time there were not a lot of submissions for March.

Dr. Lina Soares distributed a handout on how the voting members can divide the curriculum into two groups at different times if the agenda becomes too overwhelming for a single meeting.

However, that decision will be made as the agenda is finalized to determine if it is necessary.

TO: Undergraduate Curriculum

Committee, Voting Members

FROM:

Barbara Hendry, CBSS

DATE: February 15, 2020

RE: DIVISION OF LABOR IMPLEMENTATION PLAN

Last year, Yasar Bodur and I developed this plan to enhance the efficiency and coverage of the curriculum items submitted for our review and it was adopted for a couple of our meetings last spring. The current committee co-chairs, Lina Soares and Joanne Chopak-Foss, agreed that committee members might want to consider using this plan for our 2020 March and April meetings given that we will likely have an abundance of items to review. Here is the plan for your consideration:

GENERAL PLAN:

- Voting members divided into three groups of an equal or near equal number of members per group.
- Members in each group commit to carefully reviewing 1/3 of the forms submitted, and as many others as possible.
- In addition to the subset of forms assigned to a group, members should still pay special attention to changes that impact their Colleges/programs/departments if those do not fall within their assigned subset.

IMPLEMENTATION OF PLAN:

- I. The above does not include guidelines for those **committee members who review the items as they are submitted to us piecemeal**, before we receive the complete list with the meeting agenda. It is suggested

that these individuals should:

- Carefully review at least 1/3 of the items received in advance, in any order
- Exclude yourselves from the groups below

II. MEMBERS WHO WAIT TO GET THE LIST OF ITEMS WITH THE MEETING AGENDA:

- Divide into three groups as follows (excluding those who review in advance receiving the agenda):

- **Group 1:**

- Anoop Desai
- Chris Cartright
- Barbara Hendry
- Hyunju Shin
- Nedra Cossa
- Donna Mullenax

- **Group 2**

- Kay Coates
- Dziyana Nazaruk
- TimMarie Williams
- Felix Hamza-Lup
- Maria Adamos
- Barbara King

- **Group 3:**

- Jun Liu
- Lina Soares
- Amy Potter
- Autumn Johnson
- Joanne Chopak-Foss
- Chris Barnhill

- When you receive the meeting agenda, divide the list of items into three subsets of equal or near equal numbers, starting at the top of the list.
 - GROUP 1: CLOSELY REVIEW THE FIRST SUBSET
 - Group 2: closely review the second subset
 - Group 3: closely review the third subset
- All members:

- In addition to the items you closely review, try to examine as many others as you can.
- Everyone review any items that may be carried over from the previous meeting.
- If you know that you cannot attend the UGCC meeting, please share this plan with your alternate and ask them to follow the instructions for the group you are in (unless they want to review the items before getting the complete list of items with the meeting agenda, in which case they should follow the first set of instructions).

PLEASE LET ONE THE CO-CHAIRS (LINA SOARES LBSOARES@GEORGIA SOUTHERN.EDU, JOANNE CHOPAK- FOSS JJJCHOPAK@GEORGIA SOUTHERN.EDU) KNOW IF YOU WOULD LIKE TO IMPLEMENT THIS PLAN FOR OUR MARCH MEETING AND IF YOU HAVE ANY SUGGESTIONS AND/OR COMMENTS.

THANKS FOR YOUR TIME AND CONSIDERATION!

V. ADJORNMENT

THERE BEING NO FURTHER BUSINESS TO COME BEFORE THE COMMITTEE, DR. JOANNE-CHOPAK-FOSS ASKED FOR A MOTION TO ADJOURN THE MEETING. MS. DONNA MULLENAX MADE A MOTION ADJOURN AND A SECOND WAS MADE BY DR. LINA SOARES. THE MEETING WAS ADJOURNED AT 3:55 P.M.

**UNDERGRADUATE COMMITTEE
MINUTES**

**March 10, 2020
3:30p.m.**

I. CALL TO ORDER

Voting Members Present: *Dr. Christopher Barnhill, Dr. Prakashbhai Bhoi, Mr. Christopher Cartright, Dr. Joanne Chopak-Foss, Dr. Laurie Gould, Dr. Barbara Hendry, Ms. Rebecca Hunnicutt, Ms. Autumn Johnson, Dr. Jun Liu, Dr. Amy Potter, Dr. Hyunju Shin, Dr. Lina Soares*

Non-Voting Members Present: *Dr. Delena Bell Gatch, Ms. Candace Griffith, Ms. Doris Mack, Mr. Wayne Smith, Mrs. Kathryn Stewart*

Guests: *Dr. Tim Giles, Dr. Beth Howell, Dr. Eric Kartchner, Dr. Brian Koehler Mr. Norton Pease, Dr. Deborah Thomas, Dr. David Williams*

Absent: *Dr. Maria Adamos, Dr. Anoop Desai, Dr. Nedra Cossa, Ms. Kay Coates, Mr. Felix Hamza-Lup, Ms. Donna Mullenax, Dr. Dziyana Nazaruk, Dr. TimMarie Williams*

Drs. Lina Soares and Joanne Chopak-Foss called the meeting to order on Tuesday, March 10, 2020 at 3:34 p.m.

II. APPROVAL OF AGENDA

Dr. Amy Potter made a motion to approve the agenda. A second was made by Mr. Christopher Cartright and the motion to approve the agenda was passed.

III. NEW BUSINESS

A. Office of the Registrar Updates and Reminders

Presented by Mr. Wayne Smith. Mr. Smith reminded the committee that catalog revisions are due by March 23, 2020. The CIM form updates are in progress, and the updated information has been shared with Candace Griffith and Delena Gatch. The Office of the Registrar is working on creating program templates in CIM, to include required information for each program page. We have worked with the committee chairs, Candace and Delena on the program templates. Banner course training for schedulers/administrative assistants, is this Friday, March 13th from 9:30a.m. - 11:30a.m. and 1:00p.m. - 3:00p.m. Deadlines for the April Undergraduate Curriculum Committee meeting are March 24, 2020 and March 19, 2020 for the Graduate Curriculum Committee Meeting.

Ms. Doris Mack discussed the need to clean up catalog pages, a handout with specific catalog page errors by college and department was provided to all in attendance, and emailed to Associate Deans not in attendance. The biggest issue the Registrar is facing is

having users utilize CIM the proper way. The ecosystem will display where a course is listed on the catalog page and in Banner. Regarding program page edits, if there is a

COURSE LISTED ON THE PROGRAM PAGE THAT WAS IMPACTED, THAT PROGRAM PAGE WILL NEED TO BE SUBMITTED WITH ASSOCIATED CHANGES. COURSES ARE BEING SUBMITTED AND THE IMPACTED PROGRAMS ARE NOT BEING UPDATED ACCORDINGLY. THE HANDOUT SHOWS A LIST OF COURSES THAT HAVE ERRORS THAT NEED TO BE CORRECTED. DR. LINA SOARES MENTIONED THAT THIS IS A ONE TIME DEAL THAT THE OFFICE OF THE REGISTRAR HAS TAKEN UPON THEMSELVES TO DO. SHE STATED THAT THIS IS REALLY THE COLLEGE AND PROGRAM'S RESPONSIBILITY TO REVIEW AND REVISE THEIR CATALOG PAGES. THE OFFICE OF THE REGISTRAR IS MORE THAN WILLING TO WORK WITH THE DEPARTMENTS TO GET THESE REVISIONS INTO THE APRIL MEETING.

WCHP Catalog Page Corrections

CSDS Communication Disorders:

CSDS 2003 lists **CSBS 1002** as a prerequisite, but **CSBS 1002** is not an active course.

HITC Health Informatics:

HITC 4100 lists **MATH 2200** as a prerequisite, but **MATH 2200** is not an active course.

HLPR Health Professions:

1. **HLPR 1200** lists **HLPT 1200L** as cross-listed, but **HLPT 1200L** is not an active course.
2. **HLPR 2000** lists **MATH 1161** as a prerequisite, but **MATH 1161** is not an active course.
3. **HLPR 2000** lists **MATH 2072** as a prerequisite, but **MATH 2072** is not an active course.
4. **HLPR 2000** lists **MATH 2200** as a prerequisite, but **MATH 2200** is not an active course.

KINS Kinesiology:

1. **KINS 1090** lists **KINS 1090S** as cross-listed, but **KINS 1090S** is not an active course.
2. **KINS 1213** lists **KINS 1213S** as cross-listed, but **KINS 1213S** is not an active course.
3. **KINS 4332** lists **PHYS 1112** as a prerequisite, but **PHYS 1112** is not an active course.
4. **KINS 4334** lists **CHEM 1146 & CHEM 1146H** as prerequisites, but **CHEM 1146 & CHEM 1146H** are not active courses.
5. **KINS 4441** lists **KINS 4430** as a prerequisite, but **KINS 4430** is not an active course.

RADS Radiologic Sciences:

1. **RADS 3090** lists **MATH 1161** as a prerequisite, but **MATH 1161** is not an active course.
2. **RADS 4800** lists **MATH 2200** as a prerequisite, but **MATH 2200** is not an active course.

RHAB Rehabilitation Sciences:

RHAB 4000 lists **MATH 2200** as a prerequisite, but **MATH 2200** is not an active course.

NTFC Nutrition and Food Science:

NTFS 3537 lists **CHEM 3342** as a prerequisite, but **CHEM 3342** is not an active course.

NURS Nursing:

NURS 7710 cross lists **NURS 7133**, but **NURS 7133** is not an active course.

COSM Catalog Page Corrections

BCHM Biochemistry:

BCHM 3100 references **BCHM 3301** in the course description, however, **BCHM 3301** is no longer an active course.

CHEM Chemistry:

1. **CHEM 1010** lists **MATH 1161** and **MATH 2072** as prerequisites, but **MATH 1161** and **MATH 2072** are no longer active courses.

2. **CHEM 1211** lists **MATH 1114** as a prerequisite, but **MATH 1114** is not an active course.

3. **CHEM 3300** lists **CHEM 3300L** as a corequisite, but **CHEM 3300L** is not an active course.

GEOL Geology:

GEOL 5090G lists **GEOG 3542** as a prerequisite, but **GEOG 3542** is not an active course.

MATH Mathematics:

1. **MATH 5230** lists **MATH 3130** as a prerequisite, but **MATH 3130** is not an active course. 2. **MATH 5230G** lists **MATH 3130** as a prerequisite, but **MATH 3130** is not an active course.

Applied Physical Science MSAPS (Professional Science Master):

1. *Environmental Science Concentration:* **MKTG 7431 & BUSA 7530 & MGNT 7330** in Core Requirements are not active courses.

2. *Pharmaceutical Science Concentration:* **MKTG 7431 & BUSA 7530 & MGNT 7330** in Core Requirements are not active courses.

3. *Material and Coatings Science Concentration:* **MKTG 7431 & BUSA 7530 & MGNT 7330** in Core Requirements are not active courses.

PCOB Catalog Page Corrections

CISM Computer Information Systems:

1. **CISM 4237** lists **CISM 4237H** as a corequisite, but **CISM 4237H** is no longer active.
2. **CISM 7331** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is no longer active.
3. **CISM 7332** also lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is no longer active.
4. **CISM 7333** also lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is no longer active.
5. **CISM 7334** also lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is no longer active.
6. **CISM 7335** recommends **CISM 7330** as a prerequisite, but **CISM 7330** is not active.
7. **CISM 7336** also recommends **CISM 7330** as a prerequisite, but **CISM 7330** is not active.
8. **CISM 7431** also lists **CISM 7330** as a prerequisite, but **CISM 7330** is no longer active.

ECON Economics:

ECON 5131 lists **ECON 5131G** as a corequisite, but **ECON 5131G** is not an active course.

FINC Finance:

1. **FINC 7233** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
2. **FINC 7334** lists **FINC 7231** as a prerequisite, but **FINC 7231** is not an active course.

LOGT Log/Intermodal Transport:

LOGT 7432 lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.

MGNT Management:

1. **MGNT 6630** references **MGNT 7331**, but **MGNT 7331** is not an active course.
2. **MGNT 7332** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
3. **MGNT 7333** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
4. **MGNT 7334** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
5. **MGNT 7335** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
6. **MGNT 7336** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.
7. **MGNT 7338** lists **MGNT 7331** as a prerequisite, but **MGNT 7331** is not an active course.

MKTG Marketing:

MKTG 7830 lists **MKTG 7331** as a prerequisite, but **MKTG 7331** is not an active course.

Business Administration MBA:

ACCT 7230 & BUSA 7530 & CISM 7330 & FINC 7231 & MGNT 7330 & MGNT 7331 & MGNT 7430 & MKTG 7431 are all listed under MBA requirements but none of these courses are active.

Business Administration PhD (Logistics and Supply Chain Management):

CISM 7330 & MGNT 7331 & MGNT 7430 & MKTG 7431 are all listed under prerequisites but none of these courses are active.

COE Catalog Page Corrections

EEXE Exceptional Education:

1. **EEXE 7031** lists **CEUG 3072** as a prerequisite, but **CEUG 3072** is not an active course.
2. **EEXE 7401** lists **EELE 7150** as a prerequisite, but **EELE 7150** is not an active course.

ELEM Elementary Education:

1. **ELEM 5799** cross-lists **ELEM 5799G**, but **ELEM 5799G** is not an active course.
2. **ELEM 7530** lists **ECED 7132** as a prerequisite, but **ECED 7132** is not an active course.

ESED Element - Secondary Education:

1. **ESED 4799** lists **ECED 5799** as a prerequisite, but **ECED 5799** is not an active course.
2. **ESED 4799** lists **ESED 5799** as a prerequisite, but **ESED 5799** is not an active course.
3. **ESED 57996** lists **ESED 5799** as a prerequisite, but **ESED 5799** is not an active course.
4. **ESED 6798** lists **MGED 6131** as a prerequisite, but **MGED 6131** is not an active course.
5. **ESED 9131** lists **ESED 9131 & ESED 9233** as prerequisites, but **ESED 9131 & ESED 9233** are not active courses.
6. **ESED 9132** also lists **ESED 9131 & ESED 9233** as prerequisites, but **ESED 9131 & ESED 9233** are not active courses.
7. **ESED 9631** also lists **ESED 9131 & ESED 9233** as prerequisites, but **ESED 9131 & ESED 9233** are not active courses.
8. **ESED 9799** also lists **ESED 9131 & ESED 9233** as prerequisites, but **ESED 9131 & ESED 9233** are not active courses.

FREC Early Childhood:

FREC 7232 lists **ECED 7232** as a prerequisite, but **ECED 7232** is not an active course.

SCED Secondary Education:

SCED 3437 lists **SCED 4731** as a prerequisite, but **SCED 4731** is not an active course.

SPED Special Education:

SPED 5799 cross lists **SPED 5799G**, but **SPED 5799G** is not an active course.

TCLD Teach Cult Ling Div Stdnt:

TCLD 4235 lists **KINS 4430** as a prerequisite, but **KINS 4430** is not an active course.

Higher Education Administration Med:

EDLD 8537 is (red boxed) an inactive course.

Teaching MAT (Concentration in Secondary Education Grades 6-12):

MSED 6738 & MSED 6799 are (red boxed) inactive courses.

CEC Catalog Page Corrections

CSCI Computer Science:

CSCI 5530 lists **CSCI 5432** as a prerequisite, but **CSCI 5432** is no longer an active course.

TCM Construction Management:

1. TCM 2234 lists **PHYS 1111 & PHYS 2211** as prerequisites, but **PHYS 1111 & PHYS 2211** are not active courses.

2. TCM 2235 lists **PHYS 1111 & PHYS 2211** as prerequisites, but **PHYS 1111 & PHYS 2211** are not active courses.

3. TCM 3330 lists **TCM 2240** as a prerequisite, but **TCM 2240** is not an active course.

4. TCM 3332 cross lists **TCM 3332S**, but **TCM 3332S** is not an active course.

5. TCM 5433G lists **STAT 2231** as a prerequisite, but **STAT 2231** is not an active course.

Applied Engineering MSAE (Concentration in Civil Engineering & Construction) (Non-Thesis):

FINC 7231 & ACCT 7230 in Core Requirements are not active courses.

Applied Engineering MSAE (Concentration in Civil Engineering & Construction) (Thesis):

FINC 7231 & ACCT 7230 in Core Requirements are not active courses.

Applied Engineering MSAE (Concentration in Information Technology) (Non-Thesis):

CISM 7330 in Core Requirements is not an active course.

Applied Engineering MSAE (Concentration in Information Technology) (Thesis):

CISM 7330 in Core Requirements is not an active course.

Engineering and Manufacturing Management Certificate:

MGNT 7430 in Restricted Electives is not an active course.

CAH Catalog Page Corrections

AAST Africana Studies:

AAST 4890 lists **YORU 3000** as a prerequisite, but **YORU 3000** does not exist as a course.

ARTS Art:

1. **ARTS 3230** lists **ARTS 2110** as a prerequisite, but **ARTS 2110** is not an active course.
2. **ARTS 3340** lists **ARTS 3310** as a prerequisite, but **ARTS 3310** is not an active course.
3. **ARTS 3750** lists **ARHS 2720** as a prerequisite, but **ARHS 2720** is not an active course.

COMS Communication Studies:

COMS 5030G lists **COMS 5030** as a cross-listed course, but **COMS 5030** is not an active course.

GNST Gender Studies:

1. **GNST 5600G** lists **SOCI 5600G** as a cross-listed course, but **SOCI 5600G** is not active.
2. **GNST 5700G** lists **POLS 5700G** as a cross-listed course, but **POLS 5700G** is not active.

HIST History:

1. **HIST 3030** lists **LAST 3030** as a cross-listed course, but **LAST 3030** is not active.
2. **HIST 5240** lists **WGST 5240** as a cross-listed course, but **WGST 5240** is not active.
3. **HIST 5240** lists **WGST 5240G** as a cross-listed course, but **WGST 5240G** is not active.
4. **HIST 5240G** lists **WGST 5240G** as a cross-listed course, but **WGST 5240G** is not active.
5. **HIST 5533** lists **INTS 5533** as a cross-listed course, but **INTS 5533** is not active.
6. **HIST 5533G** lists **INTS 5533** as a cross-listed course, but **INTS 5533** is not active.
7. **HIST 7831** references **HIST 7831S**, but **HIST 7831S** is not an active course.

MMFP Multimedia Film & Prod:

MMFP 4331 lists **MMJ 3231** as a prerequisite, but **MMJ 3231** is not active.

English MA (Thesis):

ENGL 7131 (red boxed) is not an active course.

Multimedia Journalism BS:

MMFP 4337 (red boxed) under Major Electives is not an active course

Theater BA:

MMFP 4135 & MMFP 4337 (red boxed) under Major Requirements are not active courses.

Digital Humanities Interdisciplinary Minor:

FILM 3100 & MMFP 4337 (red boxed) are not active courses.
Courses.

Latin American Studies Interdisciplinary Concentration:

SPAN 3200 (red boxed) is not an active course.

CBSS Catalog Page Corrections

CRJU Criminal Justice:

CRJU 3150 lists **CRJU 1010** as a prerequisite, but **CRJU 1010** is not an active course. endir.

FMAD Fash Merchan/Apparel Design:

FMAD 4236 lists **FMAD 3231** as a prerequisite, but **FMAD 3231** is not an active course.

INTS International Studies:

1. **INTS 5195** lists **INTS 5195S** as cross-listed, but **INTS 5195S** is not an active course.
2. **INTS 5533G** lists **INTS 5533** as cross-listed, but **INTS 5533** is not an active course.

POLS Political Science:

1. **POLS 4490** lists **POLS 2100 & POLS 2200 & POLS 2290** as prerequisites, but **POLS 2100 & POLS 2200 & POLS 2290** are not active.
2. **POLS 5634** lists **POLS 2101 & POLS 2130** as prerequisites, but **POLS 2101 & POLS 2130** are not active. 3. **POLS 5634** cross-lists **INTS 5634G**, but **INTS 5634G** is not active.
4. **POLS 5634G** also cross-lists **INTS 5634G**, but **INTS 5634G** is not active.

PSYC Psychology:

1. **PSYC 5030G** cross-lists **PSYC 5030**, but **PSYC 5030** is not active.
2. **PSYC 5232G** cross-lists **PSYC 5232**, but **PSYC 5232** is not active.
3. **PSYC 54316** cross-lists **PSYC 5431**, but **PSYC 5431** is not active.

The Nonprofit Management Minor has **NMLI 3631** listed on this program page. Before going to the committee this number was changed from **3631 to 2231**. Please update the program page and remove **NMLI 3631** and replace it with **NMLI 2231**.

The Public Administration Minor has **NMLI 3631** listed on this program page. Before going to the committee this number was changed from **3631 to 2231**. Please update the program page and remove **NMLI 3631** and replace it with **NMLI 2231**.

Child and Family Development BS (Concentration in Child Life): Under the major requirements area, **NURS 4143** is cross-listed with **HLPR 2130**, but **NURS 4143** is no longer an active course.

Law and Society BA: Under the Area F: **CRJU 1130** is listed but it is no longer an active course. Under Major Requirements: **POLS 3150** is listed but is no longer an active course.

Nonprofit Management Major: **NMLI 3631** is listed but is not an actual course (listed in explanation and course list) - the number was changed from **3631 to 2231**. Please update the program page and remove **NMLI 3631** and replace it with **NMLI 2231**.

Public Administration Major: **NMLI 3631** is listed but is not an actual course - the number was changed from **3631 to 2231**. Please update the program page and remove **NMLI 3631** and replace it with **NMLI 2231**.

ALSO, DR. JUN LIU MENTIONED THAT HIS NAME WAS MISSPELLED IN THE FEBRUARY MEETING MINUTES.

B. Jiann-Ping Hsu College of Public Health

Dr. Joanne Chopak-Foss presented the agenda items for the Jiann-Ping Hsu College of Public Health.

Department of Public Health

Revised Course(s):

[PUBH 5520: Introduction to Public Health](#)

JUSTIFICATION:

We have re-evaluated the public health offerings for all concentrations and realize this needs to be a three credit course in order to provide an adequate grounding in public health.

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF PUBLIC HEALTH. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

C. College of Education

Dr. Deborah Thomas presented the agenda items for the College of Education.

Department of Elementary & Special Education

Revised Program(s):

[BS-CFD/BKIN: Child and Family Development B.S. Concentration in BirthThrough Kindergarten \(Certification Track\)](#)

JUSTIFICATION:

Per the Registrar's recommendation, the pre-professional block courses have been moved under Area F in the program of study. Teacher Certification requirements have been added under the Other Requirements section.

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF ELEMENTARY & SPECIAL EDUCATION. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Leadership, Technology & Human Development

Revised Course(s):

[ITEC 2130: Instructional Technology and Design for the Workplace](#)

JUSTIFICATION:

Requesting modification of the Banner Title "itd for the Workplace," to Instrct Tech Dsgn for Wrkplace for clarity.

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE

DEPARTMENT OF LEADERSHIP, TECHNOLOGY & HUMAN DEVELOPMENT. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Middle and Secondary Education

Revised Course(s):

[ESED 4090: Special Topics](#)

JUSTIFICATION:

To allow the course to be delivered in an online format

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF MIDDLE AND SECONDARY EDUCATION. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

D. Waters College of Health Professions

Dr. Christopher Barnhill presented the agenda items for the Waters College of Health Professions.

Department of Dean, Waters College of Health Professions

New Course(s):

[HLPR 2020: LGBTQ Health Disparities](#)

JUSTIFICATION:

New course is being proposed to be offered as an elective for all undergraduate students.

Dr. Joanne Chopak-Foss proposed that this new course be tabled. The College of Health Professions offers this with a prefix that resides in the Dean's Office. The College of Public Health just yesterday started a term B minimester course with almost the exact same title. Dr. Joanne Chopak-Foss would like to table this proposal until the Deans and Associate Deans of both colleges can discuss.

DR. AMY POTTER MADE A MOTION TO TABLE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF DEAN, WATERS COLLEGE OF HEALTH PROFESSIONS. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO TABLE THE NEW COURSE(S) WAS PASSED.

E. Parker College of Business

Dr. Jun Liu presented the agenda items for the Parker College of Business.

Department of Enterprise Systems & Analytics

Revised Course(s):

[CISM 3133: Database Management](#)

JUSTIFICATION:

Reflects change in focus to match the new contents of the BBA/IS program.

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF ENTERPRISE SYSTEMS & ANALYTICS . A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

[BBA-INFOBI: Information Systems B.B.A. \(Emphasis in Business Analytics\)](#)

JUSTIFICATION:

Revision of program for new BBA/IS Business Analytics Emphasis. The restructuring of this program is intended to meet the needs of employers seeking to hire analytics professionals at the BBA level.

This program will be offered on the following campus(es): Statesboro. This program will not be offered on the following campus(es): Armstrong and Liberty.

The option to take CSCI 1236 or CSCI 1301 in place of CISM 2030 was eliminated as CISM 2030 is being restructured to provide specific programming skills for both the Enterprise Systems and the Business Analytics Emphases.

The following courses were deleted:

CISM 2030 - taken in area Specific Requirements beyond Area A-F

CISM 3134 - Enterprise Infrastructure and Security - Industry indicates the this course is not necessary for Business Analytics professionals.

CISM 3135 - Enterprise Systems Analysis and Design - This course is appropriate for systems analysts but not for business analytics professionals

CISM 4135 - General Project Management - This course is a general project management course, a specific course was needed to be tailored to analytics

professionals CISM 4237 - Business Intelligence. This course has been superseded by the BUSA 4133/4134/4135 course sequence

CISM 4239 - Advanced. Business Analytics using SAP HANA. This course has been superseded by the BUSA 4133/4134/4135 course sequence

The following courses were added:

CISM 4137- Project Management for Analytics - A new course going through the approval process. Specialized project management course for Analytics professionals The following 2 course sequence provides the knowledge of predictive and prescriptive analytical analysis.

BUSA 4133 - Predictive Analytics

BUSA 4134 - Advanced Decision Theory

CISM 4530 - Big Data Tools and Techniques -A new course going through the approval process. Covers the techniques to handle big data analysis.

[BBA-INFOERPS: Information Systems B.B.A. \(Emphasis in Enterprise Systems\)](#)

JUSTIFICATION:

This is a modification to reflect an change in content of the program.

This program will be offered on the following campus(es): Statesboro This program will not be offered on the following campus(es): Armstrong and Liberty.

The option to take CSCI 1236 or CSCI 1301 in place of CISM 2030 was eliminated as CISM 2030 is being restructured to provide specific programming skills for both the Enterprise Systems and the Business Analytics emphases.

The following courses were removed as electives:

CISM 4336 - ERP and Enterprise Performance - No longer offered

CISM 4435 - ERP Web Portal Customization and Collaboration using SAP NetWeaver - No longer offered

CISM 4436 - SAP TERP10 Review - No longer offered

CISM 4790 - Internship in Information Systems The following course was added as a requirement

BUSA 4133 - Predictive Analytics - All students require some knowledge of Business Analytics

The following courses were added as electives:

CISM 4138 - Agile Software Development - This is a new course going through the approval process. Industry is increasingly adopting agile methodologies. This course will prepare students to work in that environment

CISM 4239 - Advanced Business Analytics with SAP HANA - A second analytics course based on SAP HANA

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF ENTERPRISE SYSTEMS & ANALYTICS . A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

F. College of Science and Mathematics

Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.

Department of Biology

Revised Course(s):

[BIOL 3099: Selected Topics in Biology](#)

JUSTIFICATION:

Change the credit hours to accommodate this course as a laboratory-only option.

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF BIOLOGY. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Chemistry & Biochemistry

Course Inactivation(s):

[CHEM 1030: Chemistry and Your World](#)

JUSTIFICATION:

This course has not been taught in decades (it became somewhat redundant with the development of CHEM 1040 Chemistry and the Environment) and will no longer be taught by the Dept of Chemistry & Biochemistry.

[SCIE 1212: Chemical Environment](#)

JUSTIFICATION:

This course carried over during Consolidation, but is in actuality mostly redundant with CHEM 1040 Chemistry and the Environment. It has not been taught in the 'new GSU' and will no longer be taught by the Dept of Chemistry & Biochemistry (which instead will continue to offer CHEM 1040 for the Area D core)

[SCIE 1212L: Chemical Environment Laboratory](#)

JUSTIFICATION:

This course carried over during Consolidation, but is in actuality mostly redundant with CHEM 1040 Chemistry and the Environment. It has not been taught in the 'new GSU' and will no longer be taught by the Dept of Chemistry & Biochemistry (which instead will continue to offer CHEM 1040 for the Area D core)

DR. AMY POTTER MADE A MOTION TO APPROVE THE INACTIVATED COURSE(S) SUBMITTED BY THE DEPARTMENT OF CHEMISTRY & BIOCHEMISTRY. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE INACTIVATED COURSE(S) WAS PASSED.

Department of Geology & Geography

Revised Course(s):

[GEOG 5532: Tourism Geographies](#)

JUSTIFICATION:

This proposal is only to add "asynchronous instruction" to the schedule type options, to allow for online instruction.

[GEOL 5230: Earth Science](#)

JUSTIFICATION:

This course is listed as having a lab component, but it does not have one. This request fixes this issue. The schedule type also had to be cleaned up to match (removed the lab schedule types), while also adding asynchronous to allow for online instruction of the course (the G&G Dept has multiple faculty trained and experienced in the online course instruction).

The course description was also updated to match the current teachings in the subject.

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF GEOLOGY & GEOGRAPHY. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Course Inactivation(s):

[GEOG 1100: World Regional Geography](#)

JUSTIFICATION:

GEOG 1100 is no longer taught. It has been replaced with GEOG 1130.

[GEOG 3020: Introduction to Geology](#)

JUSTIFICATION:

This course has not been taught in a very long time. GEOL 1121 is the Introduction to Geology course offered by the Department of Geology and Geography. The presence of GEOG 3020 is redundant.

[GEOL 1310: Environmental Geology Lab](#)

JUSTIFICATION:

The lab and lecture for Environmental Geology (GEOL 1340) are now coupled and must be taken concurrently. GEOL 1310 is no longer offered as a class on its own.

*DR. AMY POTTER MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S)
SUBMITTED BY THE DEPARTMENT OF GEOLOGY & GEOGRAPHY. A SECOND WAS MADE BY
MR. CHRISTOPHER CARTRIGHT*

AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

Revised Program(s):

[BA-GEOG: Geography B.A.](#)

JUSTIFICATION:

As part of a comprehensive curriculum review of the BA Geography program mandated by the Provost, we propose the creation of two possible areas of Emphasis: Environmental Studies and Global Studies of interest to students studying in this discipline.

This program will be offered on the Statesboro and Armstrong campus. This program is not offered on the Liberty campus.

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF GEOLOGY & GEOGRAPHY. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Mathematical Sciences

Revised Course(s):

[MATH 0998: Support for Mathematical Modeling](#)

JUSTIFICATION:

Just cleaning up records for the course (all of these support courses were moved to the Department of Mathematics several years ago, but BANNER continued to list these in the Provost Office).

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF MATHEMATICAL SCIENCES. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Military Science

New course(s):

[MSCI 2400: The American Military Experience](#)

JUSTIFICATION:

This is the promised cross-listing for HIST 2400 that was approved at the February 18th UG Committee with the friendly amendment to have an identical "MSCI 2400" cross-listed for situations where a cadet needs "MSCI" listing of the course to meet military funding requirements. All course information here is copied from HIST 2400 so-as to keep the cross-listed courses identical.

Revised Program(s):

[091A: Military Science Minor](#)

JUSTIFICATION:

Addition of the HIST/MSCI 2400 (The American Military Experience) kindly created by the History Department to meet Army ROTC requirements.

We also corrected the CIP code which was incorrect (it had the code for "Air Force" JROTC!)

DR. AMY POTTER MADE A MOTION TO APPROVE THE NEW COURSE(S) AND REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF MILITARY SCIENCE. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE NEW COURSE(S) AND REVISED PROGRAM(S) WAS PASSED.

DEPARTMENT OF PHYSICS & ASTRONOMY

Revised Course(s):

[ASTR 1000: Introduction to the Universe](#)

JUSTIFICATION:

This proposal is only to add "asynchronous instruction" to the schedule type options, to allow for online instruction

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF PHYSICS & ASTRONOMY. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

G. College of Arts and Humanities

Dr. Beth Howell presented the agenda items for the College of Arts and Humanities, Department of Literature.

Department of Literature

New Course(s):

[ENGL 2120: British Literature](#)

JUSTIFICATION:

Having this course (which already exists elsewhere in the system with this common course prefix, number, and description) on the books might be useful as we prepare for the anticipated revisions to the Core.

[ENGL 2130: American Literature](#)

JUSTIFICATION:

Having this course (which already exists elsewhere in the system with this common course prefix, number, and description) on the books might be useful as we prepare for the anticipated revisions to the Core.

[ENGL 2140: African American Literature](#)

JUSTIFICATION:

Having this course (which already exists elsewhere in the system with this common course prefix, number, and description) on the books might be useful as we prepare for the anticipated revisions to the Core.

DR. BETH HOWELL STATED THAT THEY ARE NOT ADDING THE ABOVE COURSES TO AREA F AT THIS TIME, DUE TO CORE CHANGING. SHE HAS REQUESTED TO ADOPT THESE COURSES TO USE WHEN THE NEW CORE IS IN EFFECT.

Dr. Amy Potter made a motion to approve the new course(s) submitted by the Department of Literature. A second was made by Mr. Christopher Cartright and the motion to approve the new course(s) was passed.

DEPARTMENT OF FOREIGN LANGUAGES

Dr. Eric Kartchner presented the agenda items for the College of Arts and Humanities, Department of Foreign Languages .

Revised Course(s):

[FREN 3400: Business in the French-Speaking World](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Repeatable status change: this course will have different content each time it is taught, although the SLOs will be the same.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3530: Translation: Theory and Practice](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Repeatable status change: this course will have different content each time it is taught, although the SLOs will be the same.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4231: Performing French](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Repeatable status change: this course will have different content each time it is taught, although the SLOs will be the same.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF FOREIGN LANGUAGES. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

DEPARTMENT OF WRITING & LINGUISTICS

Mr. Norton Pease presented the agenda items for the College of Arts and Humanities, Department of Writing & Linguistics.

Revised Course(s):

LING 3430: Linguistics and Grammar for Teachers

JUSTIFICATION:

We'd like to offer this course with hybrid and online options to allow more flexibility in terms of scheduling for education majors who need to complete their field teaching requirement. The course will be taught on the Statesboro and Armstrong campuses.

LING 5530: Sociolinguistics

JUSTIFICATION:

We want to offer this course as hybrid or online so it can serve both undergraduate students and online TESOL graduate students. The course will be available across all three campuses when offered online.

WRIT 5530: Sociolinguistics

JUSTIFICATION:

We need the option to offer this course as hybrid or online so that the course can serve both undergraduate students and online TESOL graduate students. The course will serve all three campuses.

DR. AMY POTTER MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF WRITING & LINGUISTICS. A SECOND WAS MADE BY MR. CHRISTOPHER CARTRIGHT AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

IV. ADJOURNMENT

There being no further business to come before the committee, Dr. Lina Soares asked for a motion to adjourn the meeting. Dr. Amy Potter made a motion to adjourn and a second was made by Mr. Christopher Cartright. The meeting was adjourned at 4:08p.m.

UNDERGRADUATE CURRICULUM COMMITTEE

MINUTES

April 7, 2020

2:00 pm

I. CALL TO ORDER

Voting Members Present: Dr. Christopher Barnhill, Mr. Chris Cartright, Dr. Joanne Chopak-Foss, Ms. Kay Coates, Dr. Nedra Cossa, Dr. Laurie Gould, Mr. Felix Hamza-Lup, Dr. Barbara Hendry, Ms. Autumn Johnson, Dr. Jun Liu, Ms. Donna Mullenax, Dr. Dzyana Nazaruk, Dr. Amy Potter, Dr. Hyunju Shin, Dr. Lina Soares, Dr. TimMarie Williams

Non-Voting Members Present: Dr. Delena Gatch, Ms. Candace Griffith, Ms. Tiffany Hedrick, Ms. Doris Mack, Mr. Wayne Smith, Mrs. Kathryn Stewart

Guests: Dr. Nadia Flanigan, Dr. Melissa Garno, Dr. Steven Harper, Dr. Carol Herringer, Mr. Jason Hoelscher, Dr. Eric Kartchner, Dr. Brian Koehler, Dr. John Kraft, Mr. Norton Pease, Dr. Stephen Rossi, Dr. Melanie Stone, Dr. Deborah Thomas, Dr. Russell Willerton, Dr. David Williams

Absent: Dr. Maria Adamos and Dr. Anoop Desai

Dr. Joanne Chopak-Foss called the meeting to order on Tuesday, April 7, 2020 at 2:03 p.m.

II. APPROVAL OF AGENDA

Dr. Lina Soares made a motion to approve the agenda. A second was made by Ms. Donna Mullenax and the motion to approve the agenda was passed.

III. NEW BUSINESS

A. Office of the Registrar

Presented by Ms. Doris Mack. Asynchronous instruction will be added by Information Technology Services for summer 2020. IT Services will be updating all courses to include asynchronous instruction as well as updating sections if they are not already updated. All sections will be updated with a campus code of "40" indicating they are online. The Office of the Registrar will be working with CourseLeaf to have the CIM course and program pages updated from the committee's recommendations. During this time, the CIM system will not be available to update courses or programs by placing them into workflow. CIM users may still add proposals and save in CIM, once new forms are available. Banner Bridge will be ready later this summer.

Dr. Brian Koehler confirmed with Ms. Doris Mack that IT services will update all sections to include asynchronous instruction. Ms. Doris Mack stated that if certain classes prefer not to be entirely online, those courses having a campus code of "50 Off Campus Course," will not be touched. If meeting as a hybrid users may need to go in and edit again in Banner as IT Services is changing all courses to online.

Dr. Lina Soares asked if she were to start making program changes, would the CIM form be accurate since we are making updates to the form? Ms. Doris Mack responded that

SHE WOULD PREFER FOR THE USERS TO WAIT UNTIL AFTER CHANGES HAVE BEEN MADE SO THAT THE USER HAS THE CORRECT FORM.

B. Parker College of Business

Dr. Jun Liu presented the agenda items for the Parker College of Business

Department of Economics

Course Inactivation(s):

[ECON 5131: Teaching Economics K-12](#)

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE DEPARTMENT OF ECONOMICS. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

Department of Enterprise Systems & Analytics

Revised Course(s):

[CISM 4237: Business Intelligence](#)

JUSTIFICATION:

Removed 4237H cross listing as the course no longer active

MR. FELIX HAMZA-LUP MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF ENTERPRISE SYSTEMS & ANALYTICS. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

C. College of Science and Mathematics

Dr. Brian Koehler presented the agenda items for the College of Science and Mathematics.

Department of Chemistry & Biochemistry

Revised Program(s):

[BA-CHEM: Chemistry B.A.](#)

JUSTIFICATION:

1) Footnote 2 under Program Requirement/Catalog Page was edited to explain how students may obtain an American Chemical Society certified degree. The following statement was added to that footnote: "In addition, American Chemical Society (ACS) certification requires a minimum of 400 labs hours, not including CHEM 1211/1212. For the ACS certified degree, catalog course descriptions should be consulted to determine if the required number of lab hours are being met."

2) Program Learning Outcomes were also added.

This program will be offered on the following campus(es): Statesboro and Armstrong. This program will not be offered on the following campus(es): Liberty.

BS-BCHEM: Biochemistry B.S.

JUSTIFICATION:

Correct the following statement on the Program Requirements/Catalog Page, previously: ""Carry over from CHEM 2211K/CHEM 2212K Principles of Chemistry I/II in Area F". The end of the statement is now "CHEM 1211K/1212K Principles of Chemistry I/II in Area F". This program will be offered on the following campus(es): Statesboro and Armstrong. This program will not be offered on the following campus(es): Liberty.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF CHEMISTRY & BIOCHEMISTRY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Mathematical Sciences

Revised Program(s):

[MATH 5230: Advanced Geometry](#)

JUSTIFICATION:

Request from the Registrar. Prerequisite listed did not exist (it was a carry-over not updated during Consolidation - the prerequisite course is now numbered MATH "3360" (Modern Geometry)

MR. FELIX HAMZA-LUP MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF MATHEMATICAL SCIENCES. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Physics & Astronomy

Revised Course(s):

[PHYS 2211K: Principles of Physics I](#)

JUSTIFICATION:

The corequisite of MATH 1441 is removed and just the prerequisite of MATH 1441 is left. This was done to ensure that students are more prepared for PHYS2211 course.

MR. FELIX HAMZA-LUP MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF PHYSICS & ASTRONOMY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Course Inactivation(s):

[ASTR 3000: Intro to the Universe](#)

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE DEPARTMENT OF PHYSICS & ASTRONOMY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

DEPARTMENT OF THE DEAN, MATHEMATICAL SCIENCES

Revised Programs(s):

[190C: Environmental Sustainability Interdisciplinary Concentration](#)

JUSTIFICATION:

The academic portion (the Concentration) was moved to the College of Science and Mathematics. Danny Gleason (the Director of the Institute for Coastal Plain Science) will be taking up directing the academic portion for COSM. His name and contact info is being updated in the catalog, but the footnote references within the program needed to be updated to match as well.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF THE DEAN, MATHEMATICAL SCIENCES. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

D. Waters College of Health Professions

Dr. Stephen Rossi presented the agenda items for the Waters College of Health Professions.

Department of Health Sciences & Kinesiology

Revised Course(s):

[HITC 4100: Analysis of Healthcare Data](#)

JUSTIFICATION:

deletion of MATH 2200 because it is not an active course

[KINS 1090: Selected Topics in Physical Activity](#)

JUSTIFICATION:

Course is not active

[KINS 1213: Dance: Social](#)

JUSTIFICATION:

Course is not active

[KINS 3131: Biophysical Foundations of Human Movement](#)

JUSTIFICATION:

This course has been revised and only requires KINS 2531/2511.

[KINS 4332: Therapeutic Modalities in Athletic Training](#)

JUSTIFICATION:

correct pre-req requirements

[KINS 4334: General Medical and Pharmacological Issues in Athletic Training](#)

JUSTIFICATION:

Course is not active

KINS 4441: Instructional Design in Health and Physical Education for Middle and High School Students

JUSTIFICATION:

Course is not active

NTFS 3537: Advanced Food Science

JUSTIFICATION:

Delete inactive course

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF HEALTH SCIENCES & KINESIOLOGY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

BHS-HPFM: Health Science B.H.S. (Concentration in Human Performance/Fitness Management)

JUSTIFICATION:

Add new med term course. This program will be offered on the following campus(es): Armstrong Campus.

BHS-HS/GERO: Health Sciences B.H.S. (Concentration in Gerontology)

JUSTIFICATION:

A Bachelor of Health Sciences Concentration in Gerontology will enable students to gain specific knowledge in gerontology, preparing them for 21st century careers in the field; Americans are living longer and represent diversity in needs and interest. According to the U.S. Census Bureau, 13 percent of the population was 65 or over in 2010. Projections indicate that the aging population will make up over 60 percent of the U.S. population by the year 2030. Creation of the Bachelor of Health Science Concentration in Gerontology is a strategy to increase campus and community awareness of the discipline. Currently, in the state of Georgia, only one institution (Georgia State University) offers an undergraduate interdisciplinary degree program in Gerontology. Since the Fall Semester 2014, the Department of Health Sciences and Kinesiology has admitted nearly 30 students into the Gerontology Certificate Program. With the addition of the Bachelor of Health Science Concentration in Gerontology, the certificate program will remain. While the concentration in Gerontology will allow students to develop new perspectives to improve the quality of life for an increasingly important segment of our population, the certificate program integrates gerontology knowledge into students own disciplinary fields and professionals already working in areas such as health care. Labeling the program as "Concentration" is appropriate since it consists of more than 18 hours. GERO 5530 is a new course being developed and added to the program coursework to better expose students to health care policy that applies to the aging population. GERO 5530 replaces SMED 5600 as a requirement of the Gerontology Core. This program will be offered on the following campus: Armstrong Campus.

BHS-HSA: Health Science B.H.S. (Concentration in Health Services Administration)

JUSTIFICATION:

Add new med term course. This program will be offered on the following campus(es): Armstrong Campus.

BHS-HSIN: Health Science B.H.S. (Concentration in Health Informatics)

JUSTIFICATION:

Add new med term course. IT 1430 is now a pre-req for IT 3233. This program will be offered on the following campus: Armstrong. This program will not be offered on the following campuses: Statesboro and Liberty.

BSK-KINE: Exercise Science B.S.K. (Concentration in Allied Health and Graduate School)

JUSTIFICATION:

Add new med term course.

Although the list of courses in the emphasis was approved, not all courses that were approved made it into the CIM system. This edit adjusts the list to include the missing courses, which should add up to the correct credit hours needed to complete the program. This program will be offered on the following campus(es): Statesboro
This program will not be offered on the following campus(es): Armstrong and Liberty

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF HEALTH SCIENCES & KINESIOLOGY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

School of Nursing

Course Inactivations(s):

NURS 4143: Medical Terminology

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATIONS(S) SUBMITTED BY THE SCHOOL OF NURSING. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

Department of Respiratory Therapy

Course Inactivation(s):

RESP 2110: Medical Terminology

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE DEPARTMENT OF RESPIRATORY THERAPY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

Department of Physical Therapy

Revised Course(s):

RHAB 4000: Appl of Research to Rehab Prof

JUSTIFICATION:

Deleting inactive course and replacing with active course

MR. CHRIS CARTRIGHT ASKED IF WE NEEDED TO GET SPECIFIC COURSE LEARNING OUTCOMES AND PROGRAM LEARNING OUTCOMES FOR THIS PROPOSAL. DR. STEPHEN ROSSI STATED HE WILL BRING THE STUDENT LEARNING OUTCOMES AND PROGRAM LEARNING OUTCOMES TO THE OCTOBER MEETING.

**Ms. Candace Griffith states that we will accept curriculum for the September meeting.
Ms. Candace Griffith approved these courses without SLOs/PLOs.**

Mr. Chris Cartright made a motion to approve the revised course(s) submitted by the Department of Physical Therapy. A second was made by Ms. Donna Mullenax and the motion to approve the revised course(s) was passed.

Revised Program(s):
BS-REHAB: Rehabilitation Sciences B.S.

JUSTIFICATION:

Add new med term course
This program will be offered on the following campus(es): Armstrong Campus.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF PHYSICAL THERAPY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Radiology

Revised Course(s):
HLPR 1200: Multidiscipl Skills/Hlth Prof

JUSTIFICATION:

co-req correction

HLPR 2000: Intro Research in Health Prof

JUSTIFICATION:

deletion because course is not active

RADS 3090: Intro to Radiation Physics

JUSTIFICATION:

Course is not active

RADS 4800: Rsrch Method in Rad Sci

JUSTIFICATION:

Course is not active

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF RADIOLOGY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Respiratory Therapy

Course Inactivation(s):
RESP 2110: Medical Terminology

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE DEPARTMENT OF RESPIRATORY THERAPY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

Department of the Dean, Waters College of Health Professions

New Course(s):

[HLPR 2120: LGBTQ Health Disparities](#)

JUSTIFICATION:

New course is being proposed to be offered as an elective for all undergraduate students.

DR. STEPHEN ROSSI STATED HE HAS HAD DISCUSSIONS WITH CPH REGARDING THIS COURSE. DR. MELISSA GARNO STATED THIS COURSE HAS BEEN PROPOSED AS AN ELECTIVE FOR ANY STUDENT NEEDING AN ELECTIVE. DR. JOANNE CHOPAK-FOSS STATED SHE BROUGHT THIS NEW COURSE TO THE ATTENTION OF THE UNDERGRADUATE CURRICULUM COMMITTEE MEMBERS DURING THE MARCH MEETING. JPHCOPH IS CURRENTLY TEACHING PUBH 4090: LGBTQ HEALTH ONLINE DURING THE SECOND MINIMESTER THAT BEGAN ON MARCH 9TH OFFERED UNDER THE WOMEN'S, GENDER, AND SEXUALITY STUDIES CERTIFICATE AND THE PUBLIC HEALTH COURSE IS GOING TO BE PART OF THIS CERTIFICATE. DR. JOANNE CHOPAK-FOSS STATED SHE HAS ENCOURAGED ALL INVOLVED PARTIES TO GET TOGETHER TO DISCUSS WHETHER OR NOT TO INCLUDE BOTH COURSES, AS THE COURSE DESCRIPTIONS ARE ALMOST IDENTICAL, AND IF THEY WILL BE OPEN TO ALL CAMPUSES IT IS REDUNDANT TO HAVE TWO CLASSES THAT ARE IDENTICAL. IF WE CAN FIND A WAY TO FIND IT MORE INTERDISCIPLINARY THERE COULD BE ROOM FOR BOTH CLASSES IF ONE IS MORE INTRO, THE OTHER MORE ADVANCED. DR. MELISSA GARNO STATED THIS COURSE IS PURELY AN ELECTIVE, AND IS NOT INTENDING TO BE A PART OF ANOTHER MINOR/PROGRAM. THE COLLEGE OF PUBLIC HEALTH COURSE IS A SPECIAL TOPICS COURSE, WHICH IS NOT GUARANTEED TO BE A CONSISTENT OFFERING. DR. JOANNE CHOPAK-FOSS STATED THE PUBLIC HEALTH COURSE IS PART OF A CERTIFICATE BEING PROPOSED WHICH IS ALSO BEING OFFERED TO ALL STUDENTS ACROSS CAMPUS IN THE MINI-MESTER. DR. STEPHEN ROSSI STATED THIS IS AN AREA B COURSE AVAILABLE TO EVERYONE, BUT IT IS ANOTHER OPTION FOR THE HEALTH PROFESSIONS STUDENTS. DR. DELENA GATCH STATED THIS IS NOT AN AREA B COURSE AND HAS NOT BEEN APPROVED BY THE GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE AND IT WAS DENIED WHEN IT WENT THROUGH THE GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE EARLIER THIS TERM. IT WAS DR. DELENA GATCH'S UNDERSTANDING THAT THIS COURSE WOULD NOT BE PUT BACK FORWARD IN CONNECTION WITH THE CORE CURRICULUM. DR. STEPHEN ROSSI STATED THIS COURSE HAS BEEN IN SINCE OCTOBER AND HE HAS NOT SEEN ANYTHING ABOUT A MINOR YET. HE STATED THAT THIS HLPR COURSE THAT HAS BEEN GOING THROUGH THE PROCESS SINCE OCTOBER IS BEING DENIED BECAUSE OF A MINOR THAT DR. JOANNE CHOPAK-FOSS STATED IT IS COMING WITH A 4000 LEVEL COURSE, BUT WE HAVE YET TO SEE IT COME FORWARD. DR. LINA SOARES CLARIFIED WITH DR. JOANNE CHOPAK-FOSS THAT THIS CERTIFICATE PROGRAM HAS NOT BEEN SUBMITTED TO CIM YET. DR. STEPHEN ROSSI STATED THE COLLEGE OF PUBLIC HEALTH IS WELCOME TO WORK WITH WATERS COLLEGE OF HEALTH PROFESSIONS ON THIS COURSE IF IT GETS APPROVED. DR. LINA SOARES STATED THAT THE COMMITTEE NEEDS TO ACT ON WHAT IS ON PAPER NOW AND MAKE A DECISION. DR. DELENA GATCH REQUESTED THAT THE REFERENCES TO THE CORE CURRICULUM ARE REMOVED.

Mr. Chris Cartright made a motion to approve the new course(s) with a friendly amendment that the language referencing the Core Curriculum is removed (alignment with the Program Learning Outcomes on the next to the last table on the form) submitted by the Department of Dean, Waters Health Professions. A second was made by Ms.

Donna Mullenax and the motion to approve the new course(s) with a friendly

AMENDMENT THAT THE LANGUAGE REFERENCING THE CORE CURRICULUM BE REMOVED WAS PASSED. DR. JOANNE CHOPAK-FOSS STATED SHE IS ABSTAINING FROM VOTING.

E. College of Behavior and Social Sciences

Dr. Nadia Flanigan presented the agenda items for the College of Behavior and Social Sciences.

School of Human Ecology

Revised Course(s):

[FMAD 4236: Fashion Study Tour](#)

JUSTIFICATION:

We have proposed to change the course number of Fashion Fundamentals from FMAD 3231 to FMAD 1110. It will still be the prereq for this course we just have to reflect the number change.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE SCHOOL OF HUMAN ECOLOGY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

[BS-CFD/CL: Child and Family Development B.S. \(Concentration in Child Life\)](#)

JUSTIFICATION:

Adding additional options for Child Life concentration Guided Major Electives; Medical terminology changed the course number and this was updated on the guided major electives list.

Nutrition was previously a part of Child & Family Development programs as both stem from Family and Consumer Sciences. Students in the major who choose any or all of the nutrition courses as their guided major electives will be better informed to support children, youth, adults, and families within education, services, and programming involving nutrition.

This program will be offered on the following campus: Statesboro. This program will not be offered on the following campuses: Armstrong/Liberty

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAMS) SUBMITTED BY THE SCHOOL OF HUMAN ECOLOGY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

F. College of Arts and Humanities

Mr. Norton Pease presented agenda items for the College of Arts and Humanities.

Center for Africana Studies

Revised Courses(s):

[AAST 4890: Directed Individual Study in Yoruba](#)

JUSTIFICATION:

This is a catalog fix, deleting YORU 3000 (a course which is not active) as a prerequisite

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE CENTER FOR AFRICANA STUDIES. A SECOND WAS MADE BY DR. JUN LIU AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Center for Women & Gender Studies

Course Inactivation(s):

[WGST 3137: Topics in U.S. Women's History](#)

JUSTIFICATION:

[WGST 3330: Roman Women](#)

JUSTIFICATION:

[WGST 3333: Communication and Gender](#)

JUSTIFICATION:

[WGST 4090: Independent Study in Women's and Gender Studies](#)

JUSTIFICATION:

[WGST 4130: Feminist Philosophy](#)

JUSTIFICATION:

[WGST 4331: Gender, Media, and Representation](#)

JUSTIFICATION:

[WGST 4335: Women and Gender in Europe](#)

JUSTIFICATION:

[WGST 4338: Sport, Culture, and Society](#)

JUSTIFICATION:

[WGST 4530: Revelation and Revolution](#)

JUSTIFICATION:

[WGST 5131: Sex, Violence, and Culture](#)

JUSTIFICATION:

[WGST 5633: Writing the Body](#)

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE CENTER FOR WOMEN & GENDER STUDIES. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

Department of Art

Revised Course(s):

[ARTS 3230: Packaging Design](#)

JUSTIFICATION:

Course no longer exists

[ARTS 3340: Advanced Pottery Wheel Techniques](#)

JUSTIFICATION:

ARTS 3310 in an inactive course

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF ART. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Course Inactivation(s):

[ARTS 3750: Contemporary Art Criticism](#)

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE DEPARTMENT OF ART. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

Department of Communication Arts

New Course(s):

[GFA 3020: Motion Picture Set Lighting](#)

JUSTIFICATION:

This is the 3rd course that will be offered through the Georgia Film Academy. GFA is a University System of Georgia prefix. Georgia Southern University is partnering with the Georgia Film Academy. "The Georgia Film Academy is a collaborative effort of the University System of Georgia and Technical College System of Georgia supporting workforce needs of the film and digital entertainment industries. The academy will certify workforce ready employees in needed areas, connect students and prospective employees with employers, and offer a unique capstone experience for top students that will provide them a path to employment in Georgia."

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF COMMUNICATION ARTS. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

Revised Course(s):

[MMFP 4331: Sports Production](#)

JUSTIFICATION:

Correcting Prerequisite course number. Changed one of the "ands" to "or"

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF COMMUNICATION ARTS. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

[BS-JOUR: Multimedia Journalism B.S.](#)

JUSTIFICATION:

Correct course number for Major Electives. MMFP 4337 Digital Media Post Production was changed to MMFP 3437 but that change was not updated on this

program page. MMFP 4337 has been deleted and readded as MMFP 3437.

This program will be offered on the following campus: Statesboro only. This program will not be offered on the following campuses: Armstrong and Liberty.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF COMMUNICATION ARTS. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Foreign Languages

Dr. Eric Kartchner presented the agenda items for the Department of Foreign Languages.

Revised Courses(s):

[FREN 3001: French Conversation](#)

JUSTIFICATION:

Description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3002: Techniques in Writing](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3010: French Media](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3020: French for Science and Technology](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3040: French through the Arts](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3100: French Culture and Civilization I](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3110: French Culture and Civilization II](#)

JUSTIFICATION:

Description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3130: Great Debates](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3132: French Through Literature: The Short Story](#)

JUSTIFICATION:

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3134: Creative Writing](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3136: French Through Film](#)

JUSTIFICATION:

Description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3160: Francophone Cultures](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3201: Approaches to Literature](#)

JUSTIFICATION:

Description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3230: French Literature I](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3260: Francophone Literature](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3300: French Phonetics and Phonology](#)

JUSTIFICATION:

Description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3330: Medical French](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3336: Francophone Cinema](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 3595: Made in France: The French Brand](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4001: Advanced French Conversation](#)

JUSTIFICATION:

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.
Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4002: Advanced French Composition](#)

JUSTIFICATION:

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.
Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4020: Great Thinkers in French Studies](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.
Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.
Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4130: Advanced Grammar](#)

JUSTIFICATION:

Description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.
Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.
Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4210: French for Professions](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.
Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.
Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4230: French Literature II](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.
Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4233: French Poetry](#)

JUSTIFICATION:

Description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4330: Contemporary France](#)

JUSTIFICATION:

Description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

[FREN 4530: Your Turn! Games in French](#)

JUSTIFICATION:

Title and description change: We updated the curriculum for this course and changed the topic to make it more relevant to today's student.

Prerequisite change: By listing any upper-division course, this allows students who place out of 2002/2060 to take the course without department approval.

Add asynchronous instruction change: This will allow us to teach the course F2F or OL, as needed for the program outcomes.

MR. CHRIS CARTRIGHT ASKED IF THE OLD COURSE "FRENCH FOR BUSINESS" WOULD BE ADDRESSED IN THE NEW PROGRAM. MR. NORTON PEASE STATED THAT FREN 4210 (NEWLY NAMED FRENCH FOR PROFESSIONALS) IS INCLUDED IN THIS MEETING.

Mr. Chris Cartright made a motion to approve the revised course(s) submitted by the Department of Foreign Languages. A second was made by Ms. Donna Mullenax and the motion to approve the revised course(s) was passed.

Course Inactivation(s):

[FREN 3150: French Culture and Civilization II](#)

JUSTIFICATION:

Other: Please make the course inactive. We submitted two other titles for this topic.

[FREN 3250: Survey of French Literature \(Middle Ages to Present\)](#)

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE DEPARTMENT OF FOREIGN LANGUAGES. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

Revised Program(s):

110A: Comparative Literature Minor

JUSTIFICATION:

Comparative Literature was reassigned several years ago from Literature to Foreign Languages, but for some reason the change has never been made in the Catalog or in Banner. In order for Foreign Languages to move forward with the minor, it needs to be moved into the department and reassigned in Banner to Foreign Languages.

113A: Latin American Studies Interdisciplinary Concentration

JUSTIFICATION:

SPAN 3200 is now SPAN 4200.

The concentration is now under the oversight of the Department of Foreign Languages.

113A: Latin American Studies Minor

JUSTIFICATION:

This program was recently assigned to Foreign Languages by the CAH dean. In order for us to proceed with the revision, it needs to be updated in the Catalog and assigned to Foreign Languages in Banner.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF FOREIGN LANGUAGES. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of History

Dr. Carol Herringer presented agenda items for the Department of History.

Revised Courses(s):

HIST 3030: Selected Topics in History

JUSTIFICATION:

LAST 3030 is no longer active and needs to be dropped as a cross-listed course

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) WITH A FRIENDLY AMENDMENT THAT SPECIFIC COURSE LEARNING OUTCOMES WILL BE ADDED TO THE CIM FORM FOR THE FALL MEETING SUBMITTED BY THE DEPARTMENT OF HISTORY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Courses(s):

HIST 3250: The Muslim World to 1400

JUSTIFICATION:

This course title was developed years ago by a professor who has now retired. The new professor would like to change the title in order to bring it up to date. Before taking the class, students have no idea what Tamerlane is and thus are confused by the title.

[HIST 3251: The Muslim World since 1250](#)

JUSTIFICATION:

This is simply a request to slightly change the name of the course. The course was named years ago by a professor who has now retired. The new professor who teaches the course would like the name to be changed to bring the title up to date and help limit student confusion, as many prospective students do not associate the name Genghis Khan with a particular time period and do not know when the course information begins.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF HISTORY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Courses(s):

[HIST 5240: Topics in Women and Gender in America](#)

JUSTIFICATION:

HIST 5240G, WGST 5240, WGST 5240G are not active and need to be removed as cross-listed courses

[HIST 5533: Economic Rivals: US-UK-Japan](#)

JUSTIFICATION:

INTS 5533, INTS 5533G are no longer active and need to be removed as cross-listed courses

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF HISTORY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Interdisciplinary Studies

Mr. Norton Pease presented the agenda items for the Department of Interdisciplinary Studies

Revised Program(s):

[BA-WGSS: Women's, Gender, and Sexuality Studies B.A.](#)

JUSTIFICATION:

Adjusting WRIT course number change. The full Program is offered on Armstrong and Statesboro campuses.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF INTERDISCIPLINARY STUDIES. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Music

Dr. Steven Harper presented the agenda items for the Department of Music.

New Courses(s):

[MUSA 3811: Applied Music](#)

JUSTIFICATION:

Current Applied Music course numbers do not conform to the Registrar's numbering standards; one-on-one courses should have "8" as the second digit.

[MUSA 3812: Applied Music](#)

JUSTIFICATION:

Current Applied Music course numbers do not conform to the Registrar's numbering standards; one-on-one courses should have "8" as the second digit.

[MUSA 3821: Applied Music](#)

JUSTIFICATION:

Current Applied Music course numbers do not conform to the Registrar's numbering standards; one-on-one courses should have "8" as the second digit.

[MUSA 3822: Applied Music](#)

JUSTIFICATION:

Current Applied Music course numbers do not conform to the Registrar's numbering standards; one-on-one courses should have "8" as the second digit.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF MUSIC. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

Revised Courses(s):

[MUSA 4813: Applied Music](#)

JUSTIFICATION:

One-on-one courses should have 8 as the second digit.

[MUSA 4814: Applied Music](#)

JUSTIFICATION:

One-on-one courses should have 8 as the second digit.

[MUSA 4823: Applied Music](#)

JUSTIFICATION:

One-on-one courses should have 8 as the second digit.

[MUSA 4824: Applied Music](#)

JUSTIFICATION:

One-on-one courses should have 8 as the second digit.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF MUSIC. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Writing & Linguistics

Dr. Russell Willerton presented agenda items for the Department of Writing & Linguistics

New Courses(s):

[LING 5133: English Grammar for ESL/EFL Teachers](#)

JUSTIFICATION:

We want to place this course at the 5000-level to help improve the enrollments by allowing both undergraduate and graduate students to take the course.

LING 5233: Teaching English Internationally

JUSTIFICATION:

We are revising an existing 6000-level course into a 5000-level course so it can be used for both graduate and undergraduate education. This proposal is to create the undergraduate section of LING 5233G Teaching English Internationally. (The course being revised is the LING 6233 Teaching English Internationally.) We want to have this course at the 5000 level and to have an undergraduate section for two reasons:

- to help improve the enrollments in Teaching English Internationally
- to help grow interests in linguistics and applied linguistics at the undergraduate level.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE NEW COURSE(S) SUBMITTED BY THE DEPARTMENT OF WRITING & LINGUISTICS . A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE NEW COURSE(S) WAS PASSED.

Revised Courses(s):

ENGL 0999: Support for English Composition

JUSTIFICATION:

The USG Board of Regents has requested that we make this change to improve student success. The system's data indicates that 2 or 3 credit hour 0999 courses have higher pass rates.

LING 3630: Language and Linguistic Theory

JUSTIFICATION:

To maintain enrollments and offer this course to both the Statesboro and Armstrong campuses, we need to be able to offer this course asynchronously.

WRIT 2250: Queer Rhetorics

JUSTIFICATION:

This proposed course name change reflects common terminology within the discipline. The former name, "Writing GLBTQ Identity," was chosen when the course was offered as a special topics class by a former faculty member with a particular focus. Queer Rhetorics is a more fitting title for the 2000 level Rhetoric and Composition Area course for the "survey course exploring and composing queer texts in a variety of genres through the lens of critical theory." The title, "Queer Rhetorics," more accurately addresses the focus on rhetorics without limiting to the construction and/or analysis of identity.

This course will be offered on the Statesboro and Armstrong campuses. This course will not be offered on the Liberty campus.

WRIT 2533: Writing Popular Culture

JUSTIFICATION:

Title: The original title gives a misleading impression that the focus of the course will be about writers from a literary perspective in terms of biography and content. This course needs to better align with the goals and outcomes of the Rhetoric and Composition Area within Writing and Linguistics and take a rhetorical approach that focuses primarily on the writing process. The focus on "writing popular culture" is a revision to increase the recruiting potential of this course for freshmen and sophomores interested in writing in new forms such as fanfiction. It will also broaden the appeal of a lower level writing course

for all students (especially those who do not think of themselves as "writers") to offer writing instruction on contemporary, pop culture forms and content. Course description change: The inclusion of specific forms in the description aligns the focus better with the course outcomes as rhetorical in nature. In the original description, the description included "lives" and "motivations" of writers, and the rhetorical forms approach will have broader appeal for writing majors and importantly, non-writing majors. The investigation of popular culture as shaping society has a modern, rhetorical resonance that freshens the course. Schedule Type: Added "M" so an online version of the course can be developed. This will allow us to give more students across our campuses the opportunity to take this course. not be offered on the Liberty campus.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF WRITING & LINGUISTICS. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S).

Revised Courses(s):
[WRIT 3131: Teaching Writing](#)

JUSTIFICATION:

As the program works on aligning of courses, making Teaching Writing a 4000-level would allow students to take Tutoring Writing at the 3000-level, which focuses on the student perspectives about writing, before taking WRIT 4131, which involves a larger focus on the teaching and creation of writing assignments. This will reduce competition between the two courses, and provide clearer guidance about when to take this course during their degree.

The prerequisite change is a correction to a consolidation hold-over. The prerequisite should be a writing course rather than a literature course. This change will bring this course inline with other course in our department.

[WRIT 3430: Linguistics and Grammar For Teachers](#)

JUSTIFICATION:

We'd like to offer this course with hybrid and online options to allow more flexibility in terms of scheduling for education majors who need to complete their field teaching requirement. The course will be taught on the Statesboro and Armstrong campuses.

[WRIT 3433: Comic Books, Culture, and Composition](#)

JUSTIFICATION:

Name change: The original title gives a misleading impression that the focus of the course will be about how to write comic books for an American audience. The new title emphasizes the course's focus on the comic book medium, the historical and cultural contexts in which comics are/have been produced, and a study of rhetorical/compositional features that are unique to comics and comic book writing.

Description change: The inclusion of specific course topics in the original description (e.g., iconography, cognitive closure) is too restrictive and limiting.

Instructors may wish to focus on other aspects of comic book writing and rhetoric in their course designs.

Prerequisite change: Removed the ENGL 1102 requirement because academic research writing skills are not foundational for this course.

Schedule change: To increase the opportunities for students on the Armstrong and Statesboro campus to take this course, we need to offer it asynchronously at times. This course will be available at the Statesboro and Armstrong campuses. It will not be offered at the Liberty campus.

[WRIT 3531: Introduction to Rhetoric and Composition](#)

JUSTIFICATION:

We are changing the course title and amending the course description to align the terminology with trends in the field and to make the distinction between our areas of writing more distinct. This title change also better represents the focus area of our faculty. We are adding asynchronous instruction so that we can more easily offer this course across the Statesboro and Armstrong campuses.

This course will be offered on the Statesboro and Armstrong campuses. This course will not be offered on the Liberty campus.

[WRIT 4560: Writing for Social Change](#)

JUSTIFICATION:

Language change in the title and description is intended to not only clarify for students what the content is about, but also to update language used in the discipline. The title word "Argument" becomes "Social Change." New course description uses "will analyze and compose persuasive multimodal texts" instead of "explores effective arguments" to also meet USG recommendations for more technological and digital practices for students.

The prerequisite change will make it easier for students to fit into their degree requirements but still make sure that the students are prepared for the content in this course.

This course will be offered on the Statesboro and Armstrong campuses. It will not be offered at the Liberty campus.

[WRIT 4570: Writing, Rhetoric, and Culture](#)

JUSTIFICATION:

Language change in the description is intended to not only clarify for students what the content is about but also to update language used in the discipline. Moreover, while the title stays the same, the description now more accurately reflects the focus of the course. We want to add asynchronous delivery to offer more flexibility for students and faculty to offer this course on both the Statesboro and Armstrong campuses.

This course will be offered on the Statesboro and Armstrong campuses. This course will not be offered on the Liberty campus.

[WRIT 5231: Advanced Screenwriting](#)

JUSTIFICATION:

The change of schedule type to allow asynchronous instruction will allow us to reach more students across campuses and make more efficient use of faculty effort.

[WRIT 5533: Teaching College Composition](#)

JUSTIFICATION:

We are updating this 5000 level course that was out-of-date and due to be deactivated by moving an 8000-level course that we wanted to make accessible to grads/undergrads into this course number. Since the sequencing is already set up for

WRIT 5533 and keeping the

5533 number aligns this course in a sequence with WRIT 4133, we are overwriting this course with updated information from WRIT 8500 and deactivating WRIT 8500. As part of that change, we removed the cross listing with WGST 5633 since the topics will no longer match.

Course Number Change: The course number change to 5533 reflects the need for broader accessibility. An 8500 level course limits the course to graduate students only. There are a number of undergraduate writing majors who could benefit from this class for professional development in teaching at the college level, as well as masters students across campus who require instruction and applications in teaching writing at the college level. The 33 number reflects the writing sequence as the 3000 level tutoring writing class also ends in 33.

Title: The new title gives a clear and concise description that aligns the course in a Rhetoric and Composition teaching sequence of courses that includes Tutoring Writing at the 3000 level and Teaching Writing (K-12) at the 4000 level.

Schedule Type: Added "M" so an online version of the course can be developed.

Description: The new description gives a better sense of the content as focused on college teaching theories and applications. It is also more clear that the course will have goals and outcomes that are applicable to the workplace setting for teachers of writing. Applying theories of writing pedagogy in a real college classroom aligns with the Rhetoric and Composition Area outcomes within Writing and Linguistics in order to integrate writing pedagogy and theory (a subtopic in the discipline in Rhetoric in Composition) with the goals and outcomes of post secondary institutions. This course will be offered on the Statesboro and Armstrong campuses. This course will not be offered on the Liberty campus.

[WRIT 5570: Advanced Writing, Rhetoric, and Culture](#)

JUSTIFICATION:

Number change aligns the course with 4000-level 4570. This is the advanced version of that course.

Language change in the title and description is intended to not only clarify for students what the content is about, but also to update language used in the discipline. Moreover, the description now more accurately reflects the focus of the course. Specifically, it asks for students to produce work for publication and presentation in academic settings.

This course will be offered on the Statesboro and Armstrong campuses. This course will not be offered on the Liberty campus.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF WRITING & LINGUISTICS. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

[114A: Applied Linguistics Minor](#)

JUSTIFICATION:

We have proposed moving two 6000-level linguistics courses to the 5000-level (LING 6133 and 6233). By creating 5000-level versions (LING 5133/5133G and LING 5233/5233G), we hope to improve the enrollments by allowing both undergraduate and graduate students to take the course. This will also allow undergraduates a greater variety of courses and choice of faculty members during the program.

We are adding LING 5133: English Grammar for ESL/EFL Teachers and LING 5233: Teaching English Internationally to the course options (if the courses are approved).

This program will be offered on the Statesboro and Armstrong campuses. This program will not be offered on the Liberty campus.

114A: Linguistics Interdisciplinary Minor

JUSTIFICATION:

We have proposed moving two 6000-level linguistics courses to the 5000-level (LING 6133 and 6233). By creating 5000-level versions (LING 5133/5133G and LING 5233/5233G), we hope to improve the enrollments by allowing both undergraduate and graduate students to take the course. This will also allow undergraduates a greater variety of courses and choice of faculty members during the program.

We are adding LING 5133: English Grammar for ESL/EFL Teachers and LING 5233: Teaching English Internationally to the course options (if those courses are approved).

126C: Applied Linguistics Concentration

JUSTIFICATION:

We have proposed moving two 6000-level linguistics courses to the 5000-level (LING 6133 and 6233). By creating 5000-level versions (LING 5133/5133G and LING 5233/5233G), we hope to improve the enrollments by allowing both undergraduate and graduate students to take the course. This will also allow undergraduates a greater variety of courses and choice of faculty members during the program.

We are adding LING 5133: English Grammar for ESL/EFL Teachers and LING 5233: Teaching English Internationally to the course options (if those courses are approved).

This program will be offered on the Statesboro and Armstrong campuses. This program will not be offered on the Liberty campus.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF WRITING & LINGUISTICS. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Revised Program(s):

339B: Professional and Technical Writing Minor

JUSTIFICATION:

We have swapped the major required course of the minor to WRIT 3230 because that aligns with a program change in our major and the course that will primarily be available to students. We think that "Writing in the Workplace" will be more desirable and applicable as the required course for a broader audience of students across many fields.

We have also added WRIT 5580: Social Media Management as an option for the minor. It falls within the professional and technical writing area; when it was revised last year, we did not add it to the major or the minor. We are correcting that error. The course prepares students for the kinds of professional writing jobs and tasks that come with managing social media accounts.

This program will be offered on the Statesboro and Armstrong campuses. This

program will not be offered on the Liberty campus.

BA-WRIT: Writing and Linguistics B.A.

JUSTIFICATION:

We have included the following program changes and their rationales:

Common Body of Knowledge (CBK) Change: One program change that swaps out the current CBK course WRIT 3220: Introduction to Professional and Technical Writing for WRIT 3230 Writing in the Workplace. We request this program change because we think that the topics area and outcomes from WRIT 3230 will focus on foundational skills relevant to all students in our major while still providing an essential introduction to the Professional and Technical Writing area. WRIT 3230's goals and outcomes will support and add value for any students in the major who are completing internship/externship placements. The course's focus on workplace genre analysis and production will develop the current and future skills our program graduates need for their careers. Further, changing to Writing in the Workplace as a CBK will allow us to create a more effective and intuitive difference from our 2130 Technical Communication course in Area F. We also think that students and advisors will be able to recognize what WRIT 3230 does at a glance, which should help with recruitment. Given our current number of faculty, supporting both WRIT 3220 and 3230 is difficult; by changing the CBK, we hope to refocus our curriculum on the courses that balance the needs of all our majors and the development of competencies for students focusing within our area.

Adding WRIT 5580 to Professional and Technical Writing: WRIT 5580 was not added to the program list when we modified the course last year into Social Media Management. The course is being offered and is well enrolled. We'd like to make sure taking it counts for students' degrees.

Changing "Writing Studies" area to "Rhetoric and Composition": name change reflects trends in the field and the focus of our degree program/faculty.

LING 5133 English Grammar for ESL/EFL Teachers needs to be added under "Linguistics" (the last section before the minor). This course is being added to the catalog as an undergraduate course as the course is moving from the 6000 level to the 5000 level to allow us to increase enrollment. It will add more diversity to our undergraduate LING options while maximizing our use of faculty teaching assignments.

LING 5233 Teaching English Internationally needs to be added under "Linguistics" (the last section before the minor). This course is being added to the catalog as an undergraduate course as the course is moving from the 6000 level to the 5000 level to allow us to increase enrollment. It will add more diversity to our undergraduate LING options while maximizing our use of faculty teaching assignments.

Adding a student portfolio requirement to "other requirements": We need to collect student portfolios to conduct assessment. By making this a degree requirement, we have a mechanism to enforce submission of portfolios. Portfolios will be assessed to inform department practices and to meet institutional assessment requirements.

Portfolio ratings will not impact student grades or graduation; as long as a graduating student turns in a portfolio, the student meets this requirement. The history department already has a similar requirement so there is a precedent for such a requirement.

This program will be offered on the Statesboro and Armstrong campuses. This program will not be offered on the Liberty campus.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF WRITING & LINGUISTICS. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

DEPARTMENT OF THE DEAN, ARTS & HUMANITIES

Mr. Norton Pease presented agenda items for the Department of the Dean, Arts & Humanities.

Revised Program(s):

116A: Women's, Gender, and Sexuality Studies Interdisciplinary Minor

JUSTIFICATION:

Updating program sheet to reflect changes to updated course: WRIT 5570. This program is only offered on the Armstrong and Statesboro campuses.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF DEAN, ARTS & HUMANITIES . A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

G. College of Education

Dr. Deborah Thomas presented the agenda items for the College of Education.

Department of Curriculum Foundations & Reading

Revised Course(s):

READ 2230: Cognition and Language

JUSTIFICATION:

Update schedule type with Asynchronous Instruction for online course delivery method.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF CURRICULUM FOUNDATIONS & READING. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Elementary & Special Education

New Course(s):

ESED 5790: Full-Time Residency Internship I

JUSTIFICATION:

We need a specific course for students selected to participate in the full-time residency program. Students in the program and enrolled in this course may be hired as full-time teachers or completing a full-time residency experience. They will spend over 600 hours in a P-12 classroom during the semester fulfilling course requirements and job responsibilities.

Because of the extensive time (over 600 hours) that students will spend in a P-12 classroom teaching, I am requesting an exception for undergraduate students enrolled in this course to have full-time status when also enrolled in an additional 6 credit hours for a total of 9 credit hours for the semester.

DR. JOANNE CHOPAK-FOSS ASKED IF THE STUDENTS COULD TAKE THIS SIMULTANEOUSLY WITH STUDENT TEACHING. DR. DEBORAH THOMAS STATED THIS WOULD BE DONE PRIOR TO STUDENT TEACHING.

Mr. Chris Cartright made a motion to approve the new course(s) submitted by the Department of Elementary & Special Education. A second was made by Ms. Donna Mullenax and the motion to approve the new course(s) was passed.

Revised Course(s):

[ELEM 4632: Elementary Internship Seminar](#)

JUSTIFICATION:

ELEM 5799 is being revised to ELEM 4799. The co-requisite was updated to reflect this course revision.

[ELEM 4799: Elementary Internship II](#)

JUSTIFICATION:

The course number and cross-listing are being revised per the registrar's office. This course was originally cross-listed with ELEM 5799G . ELEM 5799G was revised to ELEM 6799, therefore the 5799 course may not stand alone and must be revised. The proposed revised course will be ELEM 4799.

[SPED 3130: Characteristics of Learners with Disabilities](#)

JUSTIFICATION:

language added to the course to meet the new PSC requirement that students earn a B in their required special education course. Insertion of course SLOs.

[SPED 3134: Special Education Procedures](#)

JUSTIFICATION:

Removed "Candidates seeking certification must earn a "B" or better in this course." from the catalog description. This language is only appropriate for the SPED 3130 course.

[SPED 3231: Classroom Management](#)

JUSTIFICATION:

Remove co-requisite due to multiple overrides by advisement.

[SPED 4734: SPED 6-12 Practicum](#)

JUSTIFICATION:

Removal of prerequisites due to multiple overrides need by advisement.

[SPED 4799: Student Teaching in Special Education](#)

JUSTIFICATION:

This course is being reactivated and will replace SPED 5799 in the current BSED Special Education Cert. track program of study per the registrar's request. SPED 5799 is no longer cross-listed with SPED 5799G, and therefore, may not keep the same course number.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF ELEMENTARY & SPECIAL EDUCATION. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Programs(s):

[BSED-ELEM: Elementary Education B.S.Ed. \(Certification Track\)](#)

JUSTIFICATION:

Other program requirement revisions needed to comply with new PSC rules. Revised course ELEM 5799 to ELEM 4799 in the program of study. This program will be offered on all three campus locations: Statesboro, Armstrong and the

[BSED-ELEM/NC: Elementary Education B.S.Ed. Professional Studies \(Non-Certification Track\)](#)

JUSTIFICATION:

Correction to program of study. Removed outdated listing of university concentrations. Inserted guided elective courses per the registrar's request. This program will be offered on all three campus locations: Statesboro, Armstrong and Liberty Campus

[BSED-SPED: Special Education B.S.Ed. \(Certification Track\)](#)

JUSTIFICATION:

The program requirement for earning a minimum grade of "B" was added to meet a new Georgia Professional Standards Commission requirement. SPED 5799 was updated to SPED 4799 in the program of study. Area F elective was revised per the registrar's request.

[BSED-SPED/NC: Special Education B.S.Ed Professional Studies \(Non-Certification Track\)](#)

JUSTIFICATION:

Correction to program of study. Removed outdated listing of university concentrations. This program will be offered on the Statesboro Campus per Dr. Bodur.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF ELEMENTARY & SPECIAL EDUCATION. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Middle & Secondary Education

Revised Course(s):

[ESED 4799: EdTPA Internship Support Sem](#)

JUSTIFICATION:

Update current prerequisite courses with revised course numbers.

[TCLD 4235: Methods for Teaching ESOL/TCLD](#)

JUSTIFICATION:

Prerequisites were updated to reflect program of study revisions and course inactivation. KINS 4430 has been inactivated.
KINS 4440 is no longer included in the revised BSED Health and PE program.
The abbreviated title was corrected to match the current listing in the Banner system.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF MIDDLE & SECONDARY EDUCATION. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Programs(s):

[BSED-HEPE: Health and Physical Education B.S.Ed. \(Certification Track\)](#)

JUSTIFICATION:

The program of study is being revised to correct course sequence. EDUC 2090 was added to the POS as it is included in the required pre-professional block of courses for education majors. KINS 3430 was moved from area F to major requirements (3000 level courses not allowed in area F). The 3 credit hour elective course was

moved under area F to meet the 18 credit hour requirement and specified as a KINS course per the registrar's office request. This program will be offered on the Statesboro Campus

[BSED-HEPE/NC: Health and Physical Education B.S.Ed. Professional Studies \(Non- Certification Track\)](#)

JUSTIFICATION:

Revisions to POS needed to correct course sequence. A three hour free elective course was added to Area F to meet the 18 hour requirement and to ensure the total of 124 program hours. This program will be offered on the Statesboro Campus

[BSED-MGED: Middle Grades Education B.S.Ed. \(Certification Track\)](#)

JUSTIFICATION:

Removed home campus course requirement from Other program requirement section; added total course hours to major requirement section for clarity. This program will be offered on the Statesboro Campus.

[BSED-SE/BIOL: Secondary Education B.S.Ed. \(Emphasis in Biology Education - Certification Track\)](#)

JUSTIFICATION:

Revise Program of study for clarification of program hours. Removed home campus course requirement. This program will be offered on both the Statesboro and Armstrong Campus.

[BSED-SE/CHEM: Secondary Education B.S.Ed. \(Emphasis in Chemistry Education - Certification Track\)](#)

JUSTIFICATION:

Correction to program of study. Removed home campus course requirement. This program will be offered on the Statesboro and Armstrong Campus

[BSED-SE/HIST: Secondary Education B.S.Ed. \(Emphasis in History Education - Certification Track\)](#)

JUSTIFICATION:

Revise admission requirements. Removed home campus course requirement. History electives (US History, European History, non-European History) must be 3000 level or higher to meet program requirements. This was previously and incorrectly listed as any level course. POLS 4130 needed to be removed as it is not offered on the Armstrong campus. Instead a 3000 level or higher course will be selected with approval from the advisor to still include a political science course. This program will be offered on the Armstrong Campus.

[BSED-SE/MATH: Secondary Education B.S.Ed. \(Emphasis in Mathematics Education - Certification Track\)](#)

JUSTIFICATION:

Revise and correct program of study for clarification on credit hours in Area F. Removed home campus course requirement. This program will be offered on the Statesboro and Armstrong Campus.

[BSED-SE/NCBI: Secondary Education B.S.Ed. Professional Studies \(Emphasis in Biology Education - Non-Certification Track\)](#)

JUSTIFICATION:

Revised Program of study. Corrected major requirements to reflect Biology content. Updated guided electives per registrar's request. This program will be offered on the Statesboro and Armstrong Campus.

[BSED-SE/NCCH: Secondary Education B.S.Ed. Professional Studies \(Emphasis in Chemistry Education - Non-Certification Track\)](#)

JUSTIFICATION:

Revised Program of study to correct Major Requirement option credit hours. Updated guided electives per registrar's request. This program will be offered on the Statesboro and Armstrong Campus.

[BSED-SE/NCHI: Secondary Education Professional Studies \(Concentration in History Education - Non-Certification Track\)](#)

JUSTIFICATION:

Revised program of study. Corrected major requirement to reflect History content. Updated guided electives per registrar's request. This program will be offered on the Armstrong Campus.

[BSED-SE/NCPH: Secondary Education Professional Studies \(Concentration in Physics Education - Non-Certification Track\)](#)

JUSTIFICATION:

Update Program of study to add MATH recommendation and correct credit hours under professional education and major requirement sections. Updated guided electives and area F per registrar's request. This program will be offered on the Statesboro Campus.

[BSED-SE/PHYS: Secondary Education B.S.Ed. \(Concentration in Physics Education - Certification Track\)](#)

JUSTIFICATION:

Revised other program requirements to remove home campus location course requirement. Revised area F per registrar's request. This program will be offered on the Statesboro Campus.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF MIDDLE & SECONDARY EDUCATION. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

H. College of Engineering and Computing

Dr. David Williams presented the agenda items for the College of Engineering and Computing.

Department of Civil Engineering & Construction

Revised Course(s):

[CENG 5431: Advanced Surveying](#)

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & TCM 2233 Construction Surveying and provides knowledge & skill for Surveying-Geomatics applications that are required in the real-world of Surveying Practice. Also, this course can be applied when seeking licensure as a Professional Surveyor in the State of Georgia. This course prepares students to develop unique, creative, and sustainable determinations for property boundaries and infrastructure location. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that the proposed course should help fill that void.

[CENG 5432: Introduction to GIS in Surveying-Geomatics and Transportation](#)

JUSTIFICATION:

This course complements the topics covered in CENG 2231 Surveying & TCM 2233 Construction Surveying and provides knowledge & skill for Surveying-Geomatics and Transportation Engineering applications that utilize GIS. This course prepares students to develop responsible GIS Mapping solutions. The recent deactivation of the Surveying Program at Middle Georgia State University has left a void in Surveying-Geomatics education opportunities in the State of Georgia. Thus, it is hoped that this proposed course along with the above mentioned courses will help fill that void.

[CENG 5433: Drainage Erosion Control](#)

JUSTIFICATION:

This course complements the topics covered in CENG 2131 CE Fluid Mechanics and CENG 5137(G) Engineering Hydrology and Hydraulics by providing knowledge & skills for stormwater applications that are required in Civil Engineering Practice. This course concentrates on developing the ability to produce civil engineering designs in compliance with standards and regulations required by State of Georgia Agencies including: The Georgia Soil and Water Conversation Commission, the Georgia Department of Transportation and the Atlanta Regional Commission. This course prepares students to develop unique, creative, and sustainable designs for stormwater collection, stormwater volume & quality control as well as Sediment & Erosion Control Systems.

[CENG 5435: Introduction to Terrestrial LiDAR](#)

JUSTIFICATION:

This course introduces a modern remote sensing technique that is becoming ubiquitous in the Architectural, Civil Engineering, Construction and Surveying/Geomatics industries. It provides knowledge and skills in the generation of dense 3D virtual point-cloud models of existing spatial conditions, e.g., topographic conditions and civil structures, including buildings, roadways, bridges, etc. The resulting models can be employed later to perform virtual surveying operations (i.e., obtaining point positions and measurements within the resulting models).

[CENG 5436: Introduction to Close-Range Photogrammetry](#)

JUSTIFICATION:

This course introduces a modern remote sensing technique that is becoming increasingly employed by the Architectural, Civil Engineering, Construction and

Surveying/Geomatics industries. It provides knowledge and skills in close-range photography to generate 3D virtual models of existing spatial conditions, e.g. topography and civil structures, including

buildings, roadways, bridges, etc. The resulting models can later be employed to perform virtual surveying operations. That is, obtaining point positions and measurements within the final models, at required accuracies.

[TCM 4518: Introduction to Senior Project](#)

JUSTIFICATION:

Senior status is the only necessary prerequisite

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF CIVIL ENGINEERING & CONSTRUCTION. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

[BSCONS-CONST: Construction B.S.Cons.](#)

JUSTIFICATION:

Changes made so that degree requirements shown in CourseLeaf matches the degree requirements shown in the catalog. This program will be offered on the following campus(es): Statesboro

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF CIVIL ENGINEERING & CONSTRUCTION. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Electrical and Electronics Engineering

Revised Course(s):

[EENG 3230: Electromagnetic Fields](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 3241: Electric Machines w/Lab](#)

JUSTIFICATION:

Adding more course details.

[EENG 3340: Microcontrollers with Lab](#)

JUSTIFICATION:

Added Course Learning Outcomes and Course Contents Outline

[EENG 3420: Linear Systems](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 3421: Advanced Engineering Analysis](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 4640: Electrical and Computer Engineering Senior Capstone Design](#)

JUSTIFICATION:

We need to update the prerequisites for this course in order for students in both the EE and CmpE programs have the required background knowledge to complete this course successfully .

[EENG 4890: Directed Study in Electrical and Computer Engineering](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 5090: Selected Topics in Electrical and Computer Engineering](#)

JUSTIFICATION:

Course outcomes, assessment methods, and program learning objectives added.

[EENG 5235: Converters Control Techniques](#)

JUSTIFICATION:

we need to add the Course Outcomes, Assessment Method, and Program Learning Outcomes sections.

[EENG 5242: Power Systems Protection with Lab](#)

JUSTIFICATION:

Adding more course' details

[EENG 5243: Power Electronics with Lab](#)

JUSTIFICATION:

Adding more details to the course.

[EENG 5330: Network Architecture and Protocols](#)

JUSTIFICATION:

The Fundamentals of Engineering (FE) exam for electrical and computer engineering (ECE) requires the knowledge of computer networking, which is currently not covered.

[EENG 5341: Robotic Systems Design with Lab](#)

JUSTIFICATION:

Make sure students have the necessary technical knowledge to design robotic systems and updating the Course Learning Outcomes and Course Contents Outline

[EENG 5342: Computer Systems Design with Lab](#)

JUSTIFICATION:

No change.

[EENG 5431: Control Systems with Lab](#)

JUSTIFICATION:

Add Course learning Outcomes and course content

[EENG 5433: Machine Learning and Adaptive Control](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials

[EENG 5434: Engineering Optimization Methods](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials

[EENG 5535: Electronic Warfare](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 5541: Digital Communications with Lab](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 5543: Antennas and Wireless Propagation with Lab](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[EENG 5891: Special Problems in Electrical and Computer Engineering](#)

JUSTIFICATION:

Just added the outcomes.

[ENGR 1731: Computing for Engineers](#)

JUSTIFICATION:

In the main catalog description, the topics included had some rewording and reorganization done to follow sequence of teaching in the course. In addition, added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[ENGR 1732: Program Design for Engineers](#)

JUSTIFICATION:

Added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

[ENGR 2323: Digital Design Lab](#)

JUSTIFICATION:

Added the course outcomes.

[ENGR 2332: Logic Circuit Design](#)

JUSTIFICATION:

Course outcomes, assessment methods, and program learning objectives added.

ENGR 2334: Circuit Analysis I

JUSTIFICATION:

In the main catalog description, the topics included were amended to include all circuit theorems instead of only two. The last topic mentioned is covered in the course but was not listed and it is important to list it. In addition, added Course Outcomes, Assessment Methods, Aligned with Program Learning Outcome, Course content outline, Methodology, Materials.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Information Technology

Revised Course(s):

IT 1231: Data Fluency

JUSTIFICATION:

Modified the content and focus of this course to address the need for data and information literacy within the discipline and (as an elective) within the larger university community.

IT 2333: IT Infrastructure

JUSTIFICATION:

Change STAT 1401 from a co-requisite to a prerequisite to improve student performance and success.

IT 3132: Web Programming

JUSTIFICATION:

Corrected programming prerequisite; should have been the first programming course, not the second.

IT 3234: Systems Acquisition, Design, and Implementation

JUSTIFICATION:

Added course outcomes for CIM. Changed prerequisites to allow course to be taken earlier in the program (the current prereq level was not necessary) and to add a writing course (which is necessary).

IT 5434: Advanced Network Security

JUSTIFICATION:

This course covers a wide range of topics in network security and information security, including but not limited to security and privacy laws and regulations, malware and intrusions, crypto ciphers and hash functions, various authentication and authorization methods and mechanisms, firewalls, web and email security, security protocols and Wi-Fi security. From this course, students will learn the security theories, understand the corresponding methods and mechanisms, and practice through hands-on lab assignments, extending their knowledge and skills and developing a comprehensive and advanced perspective of network security.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF INFORMATION TECHNOLOGY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Computer Science

Revised Course(s):

[CSCI 5530: Software Engineering](#)

JUSTIFICATION:

CSCI 5432 no longer exists. Added course outcomes.

CHRIS CARTIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF COMPUTER SCIENCE. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Course Inactivation(s):

[CSCI 5235: Human Computer Interaction](#)

JUSTIFICATION:

CHRIS CARTIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE DEPARTMENT OF COMPUTER SCIENCE. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

Revised Program(s):

[BS-CSCI: Computer Science B.S.](#)

JUSTIFICATION:

The elective CSCI courses were not properly updated during consolidation. This program will be offered on the following campus(es): Statesboro and Armstrong (Savannah). CSCI 4610 Numerical Analysis was removed as an elective from the Program Page due to it being an old Armstrong course that should have been deleted at Consolidation.

MR. CHRIS CARTIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S), COURSE INACTIVATION(S) AND PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF COMPUTER SCIENCE. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

IV. OTHER BUSINESS

A. Comprehensive Program Review
Presented by Candace Griffith

COLLEGE OF ARTS & HUMANITIES DEPARTMENT OF
ART

Bachelor of Arts (BA) – Art

MR. CHRIS CARTRIGHT AND DR. ANOOP DESAI REVIEWED THIS ITEM. MR. CHRIS CARTRIGHT ASKED FOR A COPY OF THE RECONCILIATION FROM MS. CANDACE GRIFFITH. MR. CHRIS CARTRIGHT STATED SEVERAL NARRATIVE SECTIONS DID NOT ADDRESS THE REQUESTED SYNTHESIS AND SEVERAL FACULTY QUALITY AND

PRODUCTIVITY WERE BELOW EXPECTATIONS. HE STATED THE FACULTY MORALE WAS ADDRESSED, BUT TRENDS IN QUALITY AND PRODUCTIVITY OVER TIME ARE NOT ADDRESSED.

Bachelor of Fine Arts (BFA) – Art

DR. BARBARA HENDRY AND MR. FELIX HAMZA LUP REVIEWED THIS ITEM. THEY GAVE IT A FINAL SCORE OF 28 AND WAS OVERALL BELOW EXPECTATIONS. MS. CANDACE GRIFFITH ASKED WHY IT SCORED SO LOW. DR. BARBARA HENDRY STATED THAT THEY DID NOT FILL IN INFORMATION IN EACH SECTION, MISSING SUPPLEMENTING/SUPPORTIVE DATA, LACK CURRENT TRENDS, MISSING ACTION PLANS IN SOME AREAS AND ALSO TO LINK GOALS TO SPECIFIC ACTION PLANS. THIS ITEM WILL NEED A METRIC FOR EXISTING STUDENTS, AND WILL NEED A TABLE FOR STUDENT LEARNING OUTCOMES AS IT IS THE WRONG SECTION.

Bachelor of Science (BS) – Art Education

DR. NEDRA COSSA RECOMMENDED THIS ITEM BE REDONE AS THE MAJORITY OF THE PROGRAM REVIEW WAS NOT COMPLETED.

Dr. Joanne Chopak Foss made a motion to approve the program review as presented by Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Science in Art Education and the motion to approve the program review as presented was passed. A second was made by Ms. Donna Mullenax and the motion to approve the program review as presented was passed.

Department of Interdisciplinary Studies

Bachelor of Interdisciplinary Studies (BIS)

MS. DONNA MULLENAX STATED THIS ITEM WAS MISSING DATA, AND DID NOT ADDRESS FACULTY. MS. DONNA MULLENAX STATED SHE LEARNED VERY LITTLE FROM THE REPORT ABOUT THIS PROGRAM.

Bachelor of Arts (BA) – Women’s, Gender, and Sexuality Studies

DR. TIMMARIE WILLIAMS DID NOT HAVE AN OVERALL RUBRIC SCORE AND HAD INSUFFICIENT INFORMATION.

Mr. Chris Cartright made a motion to approve the program review as presented by the Bachelor of Interdisciplinary Studies and Bachelor of Arts - Women’s Gender and Sexuality Studies. A second was made by Ms. Donna Mullenax and the motion to approve the program review as presented was passed.

College of Engineering & Computing

Department of Civil Engineering & Construction

Bachelor of Science in Civil Engineering (BSCE)

DR. BARBARA HENDRY AND MR. FELIX HAMZA LUP GAVE A FINAL SCORE OF 59. THIS IS A VERY THOROUGH PROGRAM REVIEW.

Bachelor of Science in Construction (BSCons)

DR. CHRIS BARNHILL AND DR. MARIA ADAMONS SCORED THIS ITEM. DR. CHRIS BARNHILL STATED IT WAS VERY GOOD, MET EXPECTATIONS, ONLY A FEW AREAS THAT FELL BELOW EXPECTATIONS.

Bachelor of Science (BS):

A REVIEWER WAS NOT AVAILABLE FOR THIS ITEM PER MS. CANDACE GRIFFITH

Mr. Chris Cartright made a motion to approve the program review as presented by the Bachelor of Science in Civil Engineering and Bachelor of Science in Construction. A second was made by Ms. Donna Mullenax and the motion to approve the program review as presented was passed.

Department of Computer Science

Bachelor of Science (BS) – Computer Science

MR. CHRIS CARTWRIGHT AND DR. ANOOP DESAI REVIEWED THIS ITEM. MR. CHRIS CARTRIGHT FOUND THAT THE AREA OF ANALYSIS OF STUDENT QUALITY MET EXPECTATIONS. AREA OF ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY WAS BELOW EXPECTATIONS, AND DID NOT INCLUDE NARRATIVE DISCUSSION OF THE TABLE DATA.

Mr. Chris Cartright made a motion to approve the program review as presented by the Bachelor of Science - Computer Science. A second was made by Ms. Donna Mullenax and the motion to approve the program review as presented was passed.

Department of Electrical & Computing Engineering

Bachelor of Science in Electrical Engineering (BSEE)-

DR. HYUNJU SHIN AND DR. NEDRA COSSA REVIEWED THIS ITEM. THIS PROGRAM REPORT WAS DONE VERY WELL. IT WILL NEED MORE BACKGROUND INFORMATION AND FUTURE PLANS THAT COULD READ MORE REALISTICALLY WITHOUT REPEAT. THIS PROGRAM MEETS REQUIREMENTS AND EXPECTATIONS.

Mr. Chris Cartright made a motion to approve the program review as presented by the Bachelor of Science in Electrical Engineering. A second was made by Ms. Donna Mullenax and the motion to approve the program review as presented was passed.

Department of Information Technology

Bachelor of Science in Information Technology (BSIT)

DR. JUN LIU AND MS. BARBARA KING SCORED THIS ITEM A 53 AND MET EXPECTATIONS. THIS PROGRAM DID A VERY GOOD JOB OF PREPARING THE DOCUMENTATION AND A LOT OF DATA WAS USED.

Mr. Chris Cartright made a motion to approve the program review as presented by the Bachelor of Science in Information Technology. A second was made by Ms. Donna Mullenax and the motion to approve the program review as presented was passed.

Cyber Security Certificate (CER0)

Dr. Amy Potter and Ms. Autumn Johnson reviewed this item. Dr. Potter stated this program scored around a 30. This program is missing data, action plans, had vague arguments and was missing future plans.

DR. LINA SOARES MADE A MOTION TO APPROVE THE PROGRAM REVIEW AS PRESENTED BY THE CYBER SECURITY CERTIFICATE. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE PROGRAM REVIEW AS PRESENTED WAS PASSED.

Department of Mechanical Engineering

Bachelor of Science in Mechanical Engineering (BSME) -

MS. AUTUMN JOHNSON REVIEWED THIS ITEM. THIS PROGRAM DID NOT PROVIDE ANY CLEAR GOALS OR SPECIFIC OBJECTIVES RELATED TO FACULTY QUALITY AND PRODUCTIVITY. BUT OVERALL, THE OTHER SECTIONS WERE STRONG.

Mr. Chris Cartright made a motion to approve the program review presented by the Bachelor of Science in Mechanical Engineering. A second was made by Ms. Donna Mullenax and the motion to approve the program review as presented was passed.

Jiann-Ping Hsu College of Public Health

Department of Public Health

Bachelor of Science in Public Health (BSPH) – Health Education & Promotion

DR. TIMMARIE WILLIAMS REVIEWED THIS ITEM. THIS PROGRAM HAD A STRONG REPORT WITH A LOT OF DATA. THIS ITEM MET EXPECTATIONS AND SHE ONLY RECOMMENDED MINOR REVISIONS. DR.

TimMarie Williams recommended correcting sections to address the required points expanding on some points addressing all measures. The faculty quality analysis needed to include specific objectives.

Mr. Chris Cartright made a motion to approve the program review as presented by the Bachelor of Science in Public Health. A second was made by Ms. Donna Mullenax and the motion to approve the program review as presented was passed.

College of Science and Mathematics

Department of Chemistry & Biochemistry

Bachelor of Arts (BA) – Chemistry

MS. DONNA MULLENAX AND MS. KAY COATES REVIEWED THIS ITEM. IT WAS STATED THAT MANY PLACES WERE CUT AND PASTED FROM THE BS DEGREE. INCORRECT DATA AND WAS NOT ADDRESSED. GOALS WERE NOT GOALS, OBJECTIVES WERE NOT OBJECTIVES. IT WAS A POORLY WRITTEN REPORT.

Bachelor of Science (BS) – Biochemistry

DR. CHRIS BARNHILL AND DR. MARIA ADAMOS REVIEWED THIS ITEM. DR. CHRIS BARNHILL RATED THIS PROGRAM FAIRLY LOW DUE TO THE AREA OF ANALYSIS OF STUDENT QUALITY. HE STATED IT DIDN'T HAVE ANY PLANS OR PROVIDE ANY DATA. IT WAS RATED LOW IN THE ANALYSIS OF FACULTY QUALITY AND PRODUCTIVITY, AND IT WAS NOT REALLY A NARRATIVE.

Bachelor of Science (BS) – Chemistry

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE PROGRAM REVIEW AS PRESENTED BY THE BA IN CHEMISTRY, BS IN BIOCHEMISTRY, AND BS IN CHEMISTRY. A SECOND WAS MADE BY MS. DONNA MULLENAX AND THE MOTION TO APPROVE THE PROGRAM REVIEW AS PRESENTED WAS PASSED.

V. ADJOURNMENT

MR. WAYNE SMITH ASKED MS. CANDACE GRIFFITH IF ANYTHING NEEDED TO BE PRESENTED AT THE LATE APRIL MEETINGS FOR ANY TYPE OF APPROVAL CONCERNING SACS? DELENA GATCH STATED THAT THE MOVE TO SUMMER IS TO REMOTE INSTRUCTION AND NOT ONLINE INSTRUCTION. SHE DOES NOT THINK ANYTHING NEEDS TO BE DONE AT THIS TIME.

Dr. Joanne Chopak-Foss called a motion to adjourn. Mr. Chris Cartright made a motion to adjourn the meeting. A second was made by Ms. Donna Mullenax and the motion to adjourn the meeting passed 4:50 p.m.

UNDERGRADUATE CURRICULUM COMMITTEE

MINUTES

April 14, 2020

3:30 pm

I. CALL TO ORDER

Voting Members Present: Dr. Christopher Barnhill, Mr. Chris Cartright, Dr. Joanne Chopak-Foss, Ms. Kay Coates, Dr. Nedra Cossa, Dr. Felix Hamza-Lup, Ms. Autumn Johnson, Dr. Barbara Hendry, Dr. Jun Liu, Ms. Donna Mullenax, Dr. Amy Potter, Dr. Hyunju Shin, Dr. Lina Soares, Dr. TimMarie Williams

Non-Voting Members Present: Dr. Delena Bell Gatch, Ms. Candace Griffith, Ms. Tiffany Hedrick, Ms. Doris Mack, Mr. Wayne Smith, Mrs. Kathryn Stewart

Guests: Dr. Barry Balleck, Dr. Adam Bossler, Dr. Carol Herringer, Dr. John Kraft, Dr. Jacek Lubecki, Mr. Norton Pease, Dr. Stephen Rossi, Dr. Melanie Stone, Dr. Deborah Thomas, Dr. David Williams

Absent: Dr. Maria Adamos, Dr. Anoop Desai, Dr. Laurie Gould, Dr. Dzyana Nazaruk

Dr. Joanne Chopak-Foss called the meeting to order on Tuesday, April 14, 2020 at 3:32p.m.

II. APPROVAL OF AGENDA

Mr. Chris Cartright made a motion to approve the agenda. A second was made by Dr. Amy Potter and the motion to approve the agenda was passed.

III. NEW BUSINESS

A. College of Engineering and Computing

Dr. David Williams presented the agenda items for the Department of Civil Engineering & Construction.

Department of Civil Engineering & Construction

Revised Course(s):

[TCM 2235: Introduction to Structures](#)

JUSTIFICATION:

Prerequisites PHYS 1111 or PHYS 2211 were changed to PHYS 1111K or PHYS 2211K. Schedule type of Asynchronous Instruction was added since the course is taught online during the summer

[TCM 3331: Construction Finance](#)

JUSTIFICATION:

ECON 2106 is more appropriate for this course and also a prerequisite for a required management course (MGNT 3130)

[TCM 3332: Construction Equipment Management](#)

JUSTIFICATION:

1. TCM 3332S was removed from cross listing since it is no longer offered
2. Asynchronous instruction schedule type since course is taught face-to-face and online

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF CIVIL ENGINEERING & CONSTRUCTION. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Department of Computer Science

Dr. Felix Hamza-Lup presented the agenda items for the Department of Computer Science.

Course Inactivation(s):
[CSCI 4610: Numerical Analysis](#)

JUSTIFICATION:

[CSCI 4720: Database Systems](#)

JUSTIFICATION:

[CSCI 4820: Artificial Intelligence](#)

JUSTIFICATION:

[CSCI 4830: Computer Graphics](#)

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE DEPARTMENT OF COMPUTER SCIENCE. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

B. College of Education

Dr. Deborah Thomas presented the agenda items for the College of Education.

Department of Middle and Secondary Education

Revised Programs(s):
[BSED-MGED/NC: Middle Grades Education B.S.Ed. Professional Studies \(Non-Certification Track\)](#)

JUSTIFICATION:

Correction to program of study. Removed outdated listing of university concentrations. Added guided elective courses per the registrar's request.

[BSED-SE/ENGL: Secondary Education B.S.Ed. \(Emphasis in English Education - Certification Track\)](#)

JUSTIFICATION:

Revise program of study with corrections. Removed home campus course

requirement. Revised area F per the registrar's request.

[BSED-SE/NCEN: Secondary Education B.S.Ed. Professional Studies
\(Emphasis in English Education - Non-Certification Track\)](#)

JUSTIFICATION:

Revised program of study. Corrected major requirement to reflect English content. Updated guided electives per registrar's request.

[BSED-SE/NCMA: Secondary Education B.S.Ed. Professional Studies
\(Concentration in Mathematics Education - Non-Certification Track\)](#)

JUSTIFICATION:

Revised Program of study to correct credit hours in Major Requirements, option 3. Revised guided electives per registrar's request.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF MIDDLE AND SECONDARY EDUCATION. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

C. College of Arts and Humanities

Mr. Norton Pease presented the agenda items for the Center for Africana Studies.

Center for Africana Studies

Revised Courses(s):

[AAST 4530: Revelation and Revolution](#)

JUSTIFICATION:

Removing WGST cross listing, as WGST 4530 is not an active course. This is a catalog cleanup.

DR. DELANA GATCH NOTED THAT THE STUDENT LEARNING OBJECTIVES AND THE OTHER RELEVANT INFORMATION ARE MISSING. MR. NORTON PEASE STATED HE IS WORKING TO OBTAIN THE STUDENT LEARNING OBJECTIVES AND OTHER MISSING INFORMATION.

Mr. Chris Cartright made a motion to approve the revised course(s) submitted by the Center for Africana Studies. A second was made by Dr. Amy Potter and the motion to approve the revised course(s) was passed.

Department of Communication Arts

Dr. Melanie Stone presented the agenda items for the Department of Communication Arts.

Revised Course(s):

[COMM 4331: Gender, Media, and Representation](#)

JUSTIFICATION:

Adding asynchronous delivery to allow for potential online offering. Removing crosslisted courses: WGST 4331 is inactive and COMM 4331 IS THIS course.

[COMS 5030: Selected Topics in Communication](#)

JUSTIFICATION:

This course needs to be reactivated because it is the cross-listed course for COMS 5030G.

[MMFP 2331: Multi-Camera Production](#)

JUSTIFICATION:

MMFP 2335 has been part of a triumvirate group that has caused some issue with student registration, as well as limiting growth in the area of media writing. The proposed change will allow students to take the MMFP 2335 course prior to taking MMFP 2331 and MMFP 2336, where students will use the knowledge and skills learned in MMFP 2335 to continue their writing skills. However, for transfer students, to stay on course, MMFP 2335 may be taken at the same time as MMFP 2331 and MMFP 2336, thus a prerequisite.

[MMFP 2335: Introduction to Media Writing](#)

JUSTIFICATION:

MMFP 2335 has been part of a triumvirate group that has caused some issues with student registration, as well as limiting growth in the area of media writing. The proposed change will allow students to take the MMFP 2335 course prior to taking MMFP 2331 and MMFP 2336, where students will use the knowledge and skills learned in MMFP 2335 to continue their writing skills.

[MMFP 2336: Audio Production and Sound Design](#)

JUSTIFICATION:

MMFP 2335 has been part of a triumvirate group that has caused some issue with student registration, as well as limiting growth in the area of media writing. The proposed change will allow students to take the MMFP 2335 course prior to taking MMFP 2331 and MMFP 2336, where students will use the knowledge and skills learned in MMFP 2335 to continue their writing skills. However, for transfer students, to stay on course, MMFP 2335 may be taken at the same time as MMFP 2331 and MMFP 2336, thus a co-requisite.

[MMFP 3436: Advanced Audio Production](#)

JUSTIFICATION:

Students do not need MMFP 2331 as a prerequisite

[MMFP 3532: Producing and Production Management](#)

JUSTIFICATION:

MMFP 4431, Senior Project I has been the first course in an advanced, two-semester sequence in which each student works as part of a team in the creation of a radio documentary, corporate training or narrative film, or TV pilot or documentary. Through assessment, faculty have decided that this course in creation and planning is best served at an early point in the MMFP program. The change will aid students in all the senior level courses that are required, and give students practice in producing and managing prior to courses in Documentary, Narrative, Sports Productions, and Senior Project II. The name change indicates an upper level junior course.

[MMFP 4132: Studio Applications](#)

JUSTIFICATION:

Added a pre or co requisite that will aid in developing the content produced in this course. The content will not vary enough to be repeatable.

MMFP 4233: Narrative Film Production

JUSTIFICATION:

MMFP 3533, Narrative Film Production, is a senior level course and should have the numbering that reflects this, thus the change to 4233. Senior Project I is moving to a junior level course and will prepare students for planning and better quality in the senior level courses, one being Narrative Production.

MMFP 4335: Documentary Writing and Production

JUSTIFICATION:

MMFP 4431, Senior Project I, is being changed to MMFP 3532, Producing and Production Management, to provide the opportunity for students to gain skills earlier in their academic career that will prepare students for producing higher quality documentary and narrative productions.

MR. CHRIS CARTRIGHT ASKED TO HEAR MORE ABOUT THE MMFP COURSE THAT IS BEING MADE INTO A PREREQUISITE FOR SEVERAL OF THE COURSES AND THE REASON FOR THE PREREQUISITE CHANGES. DR.

Melanie Stone stated that there are three classes students take at the beginning that are corequisites, MMFP 2331, MMFP 2336 and MMFP 2335. Sometimes students get backlogged so the department decided that Media Writing, MMFP 2335, can now be taken earlier, or students may take at the same time as MMFP 2331 and MMFP 2336.

MMFP 3532 prior to this year has been a Senior level class. Over the course of a few years, faculty have found that students need that planning prior to taking classes. It was moved to a 3000 level class. Also, Mr. Cartright stated that COMS 5030 does not have the Student Learning Outcomes. Mr. Norton Pease stated they will add Student Learning Outcomes to COMS 5030 for the fall meeting.

Mr. Chris Cartright made a motion to approve the revised course(s) submitted by the Department of Communication Arts. A second was made by Dr. Amy Potter and the motion to approve the revised course(s) was passed.

Revised Program(s):

BA-THEA: Theatre B.A.

JUSTIFICATION:

Correcting course numbers. MMFP 4135 Lighting and Cinematography was changed to MMFP 3335 and MMFP 4337 Digital Media Post Production was changed to MMFP 3437 effective for the 2020-2021 catalog. This simply deletes the old course number and adds the new course number to this program page.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF COMMUNICATION ARTS. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

DEPARTMENT OF HISTORY

Dr. Carol Herringer presented the agenda items for the Department of History.

Revised Courses(s):

[HIST 4335: Women and Gender in Europe](#)

JUSTIFICATION:

WGST 4335 is no longer active and needs to be removed as a cross listing

[HIST 4530: Revelation and Revolution](#)

JUSTIFICATION:

WGST 4530 is no longer an active course and needs to be removed as a cross listing

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF HISTORY. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

[472B: Digital Humanities Interdisciplinary Minor](#)

JUSTIFICATION:

Prerequisites are only for individual courses and not for the minor as a whole, and were placed in the wrong sections. Classes offered have changed with consolidation. This program will be offered on the following campus(es): Savannah, Armstrong. This program will not be offered on the following campus(es): Liberty.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF HISTORY. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Music

Mr. Norton Pease and Dr. Steven Harper presented the agenda items for the Department of Music.

Revised Program(s):

[BA-MUSC: Music B.A.](#)

JUSTIFICATION:

This program will be offered on the following campus(es): Statesboro, Armstrong. This program will not be offered on the following campus(es): Liberty.

[Music B.A. Concentration in Music Industry](#)

JUSTIFICATION:

This program will be offered on the following campus(es): Statesboro, Armstrong. This program will not be offered on the following campus(es): Liberty.

MR. CHRIS CARTRIGHT BROUGHT ATTENTION TO THE VERBIAGE "MUSE 3XXX", AND ASKED WHAT DOES IT MEAN.
DR. STEVEN HARPER STATED THERE ARE DIFFERENT LARGE ENSEMBLE REQUIREMENTS DEPENDING ON IF THE
STUDENT IS A SINGER OR AN INSTRUMENTALIST, THEY MAY BE IN ORCHESTRA VERSUS BAND.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF MUSIC. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

Department of Philosophy & Religious Studies

Mr. Norton Pease presented the agenda items for the Department of Philosophy & Religious Studies.

Revised Courses(s):

[PHIL 4130: Feminist Philosophy](#)

JUSTIFICATION:

Removing WGST prefix which is being deactivated.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED COURSE(S) SUBMITTED BY THE DEPARTMENT OF PHILOSOPHY & RELIGIOUS STUDIES. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED COURSE(S) WAS PASSED.

Revised Program(s):

[BA-PHIL: Philosophy B.A.](#)

JUSTIFICATION:

RELS 3138 is added as a possibility for an elective in the B.A. Philosophy major. The content of the course is sufficiently philosophical and it gives students an additional option to explore philosophical themes from Asia. The rest of the courses concern Western Philosophy and this broadens the diversity of curriculum that we offer.

Removing cross listed WGST 4130, as course is inactive.

This program will be offered on the following campus(es): Statesboro and Armstrong. This program will not be offered on the following campus(es): Liberty.

Asked by Registrar to clarify classes for area F

[BA-PHIL/LAW: Philosophy B.A. \(Concentration in Law\)](#)

JUSTIFICATION:

We would like to move the critical thinking class out of area F and into the major to let students have more flexibility in area F to complete their language requirements for the degree. Critical thinking, or alternatively the higher level Formal logic course, will still be required. It is merely moved into the major block. This program is offered on the Statesboro campus only. It is not offered on Armstrong or Liberty campuses.

We are adding CRJU 1100 since it is a prerequisite for other CRJU classes in the program. We are adding PHIL classes that were mistakenly left out of the major. Finally, we are adding language to correct for any courses left out in the future. (removing WGST 4130, course was inactivated) Registrar requested clarity on area F

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF PHILOSOPHY & RELIGIOUS STUDIES. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

DEPARTMENT OF THE DEAN, ARTS & HUMANITIES

Course Inactivation(s):
[RELI 4000: Special Topics/Religious Stu](#)

JUSTIFICATION:

[RELI 2100: World Religions](#)

JUSTIFICATION:

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE COURSE INACTIVATION(S) SUBMITTED BY THE DEPARTMENT OF THE DEAN, ARTS & HUMANITIES. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE COURSE INACTIVATION(S) WAS PASSED.

D. College of Science and Mathematics

Dr. Joanne Chopak-Foss presented the agenda items for the Department of ROTC – Military Science.

Department of ROTC – Military Science

Revised Program(s):
[091A: Military Science Non-Degree](#)

JUSTIFICATION:

The American Military Experience (HIST 2400) was added to the Minor in Military Science, but left off of the description here. Other revisions were just clarifications noted during Catalog Review.

This program will be offered on Statesboro, Armstrong and Liberty campuses.

DR. JOANNE CHOPAK-FOSS ASKED FOR SOMEONE FROM THE COLLEGE OF SCIENCE AND MATHEMATICS TO SPEAK TO THESE CHANGES, HOWEVER, NO ONE FROM THE COLLEGE OF SCIENCE AND MATHEMATICS WAS AVAILABLE TO DISCUSS THIS SUBMISSION. DR. CHOPAK-FOSS THEN PULLED UP THE PROGRAM PAGE IN THE CURRICULUM INVENTORY MANAGEMENT SYSTEM AND STATED THAT THIS PROGRAM REVISION IS TIED TO THE PREVIOUS COURSES THAT CAME THROUGH THE COMMITTEE AND WERE APPROVED IN FEBRUARY. COURSES HIST 2400 AND MSCI 2400 WERE ADDED TO THE MILITARY SCIENCE MINOR, BUT WERE LEFT OFF OF THE DESCRIPTION FOR THE MILITARY SCIENCE NON-DEGREE. DR. CHOPAK-FOSS FELT THIS WAS ENOUGH INFORMATION FOR THE COMMITTEE TO VOTE, THE COMMITTEE STATED THEY AGREED.

Mr. Chris Cartright made a motion to approve the revised program(s) submitted by the Department of ROTC-Military Science . A second was made by Dr. Amy Potter and the motion to approve the revised program(s) was passed.

Department of the Dean, Science and Mathematics

Dr. John Kraft presented the agenda items for the Department of the Dean, Science and Mathematics

Revised Program(s):
[AS-CORE: Associate of Science A.S.](#)

JUSTIFICATION:

The College of Behavioral and Social Sciences would like to have a "Criminal Justice and Criminology" pathway added to the options, due to apparent strong interest from students

at Liberty.

This program is offered on the Liberty campus.

This program is not offered on the Statesboro or Armstrong campuses.

DR. JOANNE CHOPAK-FOSS WAS CONFUSED WHY THIS PROGRAM WAS LISTED UNDER THE COLLEGE OF SCIENCE AND MATHEMATICS. DR. JOHN KRAFT STATED THAT THE CIM FORM SHOULD SAY "DEAN OF COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES". DR. KRAFT EXPLAINED THAT THE COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES IS ADDING IN A NEW CRIMINAL JUSTICE AND CRIMINOLOGY PATHWAY TO THIS PROGRAM. THIS PATHWAY IS BASICALLY THE CURRICULUM FROM AREA F FROM THE BACHELOR'S DEGREE IS CREATING THE PATHWAY THROUGH THE ASSOCIATE OF SCIENCE. DR. CHOPAK- FOSS ASKED FOR CLARIFICATION ON WHAT IS A PATHWAY. DR. KRAFT STATED IN THE PAST "PATHWAYS" WERE CALLED "TRACKS".

Mr. Chris Cartright made a motion to approve the revised program(s) submitted by the Department of the Dean, Science and Mathematics . A second was made by Dr. Amy Potter and the motion to approve the revised program(s) was passed.

E. Waters College of Health Professions

Dr. Stephen Rossi presented the agenda items for the Waters College of Health Professions.

Department of Communication Sciences and Disorders

Revised Course(s):

CSDS 2003: Introduction to Interpreting

JUSTIFICATION:

correct spelling of pre-req

DR. DELENA GATCH ASKED FOR A FRIENDLY AMENDMENT TO ADD STUDENT LEARNING OUTCOMES AND OTHER RELEVANT INFORMATION.

Mr. Chris Cartright made a motion to approve the revised course(s) with a friendly amendment to add student learning outcomes and other relevant information submitted by the Department of Communication Sciences and Disorders. A second was made by Dr. Amy Potter and the motion to approve the revised course(s) was passed.

Department of Diagnostic and Therapeutic Sciences

Revised Program(s):

BS-RESP: Respiratory Therapy B.S.

JUSTIFICATION:

Add new med term course

Add specific Area F

electives

This program will be offered on the following campus(es): Armstrong Campus

BS-RESP/LAD: Respiratory Therapy B.S. (Online)

JUSTIFICATION:

Add new med term course

Add specific electives for Area F

This program will be offered on the following campus(es): Armstrong Campus.

DR. DELENA GATCH STATED THERE IS INFORMATION INCLUDED IN THE PROGRAM LEARNING OUTCOME BOXES, BUT THESE DO NOT ACTUALLY READ AS PROGRAM LEARNING OUTCOMES. DR. GATCH OFFERED ASSISTANCE FROM HER OFFICE IN REGARDS TO GETTING THE PROGRAM LEARNING OUTCOMES INTO THE PROPER FORMAT.

Mr. Chris Cartright made a motion to approve the revised program(s) submitted by the Department of Diagnostic and Therapeutic Sciences. A second was made by Dr. Amy Potter and the motion to approve the revised program(s) was passed.

Department of Health Sciences & Kinesiology

Revised Course(s):

[HITC 3000: Introduction to Health Informatics](#)

JUSTIFICATION:

Replace old pre-req course with new pre-req course

[NTFS 3534: Human Nutrition](#)

JUSTIFICATION:

CHEM 1211K is the correct pre-req

DR. DELENA GATCH ASKED FOR A FRIENDLY AMENDMENT TO ADD STUDENT LEARNING OUTCOMES AND OTHER RELEVANT INFORMATION TO HITC 3000.

Mr. Chris Cartright made a motion to approve the revised course(s) with a friendly amendment to add student learning outcomes and other relevant information submitted by the Department of Health Sciences & Kinesiology. A second was made by Dr. Amy Potter and the motion to approve the revised course(s) was passed.

Revised Program(s):

[BHS-HSG: Health Science B.H.S. \(Concentration in General Health Science\)](#)

JUSTIFICATION:

Removed old med term course and replaced with new med term course.

This program will be offered on the following campus(es): Armstrong Campus.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF HEALTH SCIENCES & KINESIOLOGY. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

F. College of Behavioral and Social Sciences

Dr. John Kraft presented the agenda items for the College of Behavioral and Social Sciences.

Department of Political Science & International Studies

New Program(s):

[International Studies B.A. \(Regional Emphasis\)](#)

JUSTIFICATION:

There is an increasing demand and emphasis on Area Studies expertise from current and former International Studies students. After conducting a survey of International Studies majors we found strong support for adding a second track to our program that specializes in global regions. Moreover, by offering students an alternative program emphasis that does not require a minor in a foreign language we anticipate noticeable growth in the number of new majors.

Registrar's Note: This program will be offered on the Statesboro and Armstrong Campuses.

Revised Program(s):

[BA-INTLS: International Studies B.A. \(Foreign Language Emphasis\)](#)

JUSTIFICATION:

Registrar's Office updating prereqs because of subject or number changes. This program will be offered on the Statesboro and Armstrong campuses.

DR. BARBARA HENDRY ASKED IF THESE PROGRAMS WOULD BE OFFERED ON BOTH CAMPUSES? DR. JOHN KRAFT CONFIRMED IT IS NOTED ON THE PROGRAM PAGE THAT THIS PROGRAM WILL BE OFFERED ON BOTH CAMPUSES, STATESBORO AND ARMSTRONG. MR. CHRIS CARTRIGHT ALSO CONFIRMED THIS INFORMATION WAS INCLUDED ON THE PROGRAM PAGE. DR. HENDRY STATED THAT SHE WOULD LIKE CLARIFICATION REGARDING THE DELIVERY METHODS, AS THEY ARE LISTED AS FACE-TO-FACE. DR. BARRY BALLECK STATED THAT THE INTERNATIONAL STUDIES PROGRAM IN THE PAST HAS ONLY BEEN OFFERED ON THE STATESBORO CAMPUS. DR. BALLECK STATED THEY ARE IN THE PROCESS OF MOVING MORE COURSES ONLINE TO BE ABLE TO OFFER IT ON THE ARMSTRONG CAMPUS. THE ARMSTRONG CAMPUS DOES NOT HAVE ENOUGH FACULTY TO OFFER THIS PROGRAM FACE-TO-FACE. MS. CANDACE GRIFFITH STATED TO KEEP IN MIND THAT THE COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES CAN OFFER COURSES BEING TAUGHT ON THE STATESBORO CAMPUS SYNCHRONOUSLY TO THE ARMSTRONG CAMPUS.

Dr. Barbara Hendry stated she is confused by the Regional Studies Emphasis. It states "select 15 hours from regions below". It is indicated that the students may also take minors to fulfill the requirement. Dr. Hendry asked the minor that is available, is this optional and the student could otherwise take a variety of courses in those areas? She went on to ask, if there are other courses the students can take, will the students know which courses are included or excluded? Dr. Jacek Lubecki stated there is a preexisting list of courses attached to this program that was sent to the Registrar's Office. This course list will also be distributed to the advisors prior to every advising session indicating very specifically which course the student needs to take for each of the regional emphases.

There is no minor for the Middle East and North African area. Students do not have to take a minor, but the minor will fulfill the requirements if they choose to do so. Dr.

Hendry wanted to clarify that the students are not required to take one of the listed minors. Dr. Lubecki confirmed, the students are not required to take one of the minors. Mr. Chris Cartright clarified that they are not required to take that minor, but the student must get that number of credits. Dr. Lubecki confirmed Mr. Cartright's response was correct.

Mr. Chris Cartright made a motion to approve the new and revised program(s) submitted by the Department of Political Science & International Studies. A second was made by Dr. Amy Potter and the motion to approve the new and revised program(s) was passed.

DEPARTMENT OF PUBLIC & NONPROFIT STUDIES

Revised Program(s):

020B: Nonprofit Management Minor

JUSTIFICATION:

Minoring in nonprofit management would be beneficial for students focused on majors such as accounting, business administration, criminal justice, economics, history, sociology, art, music, marketing, political science, public health, and interdisciplinary studies complementing their existing coursework and advantaging their efforts to seek employment in public-serving organizations after graduation. The minor would also improve students' abilities to function as citizens. The aim of the minor is to provide students with an understanding of the major organizational theories underlying nonprofit/nongovernmental organizations. This theoretical context would be supported by practical, workforce development training in the administration and management of nonprofit organizations. The curriculum (program and course student learning outcomes) were developed using the Nonprofit Academic Centers Council's (NACC) curricular guidelines for undergraduate study in the nonprofit sector and philanthropy. The Department of Public and Nonprofit Studies is a NACC member.

Finally, the minor would prepare undergraduates for graduate-level work in Master of Public Administration (MPA) and Master of Nonprofit Management (MNM) programs, the premier avenues for management specialist employment in public and nonprofit organizations. These programs open up employment opportunities in areas such as budgeting, finance, resource development (fundraising/grant writing) and program management in all types of nonprofit organizations. Georgia Southern students would be advantaged by completing a minor preparing students for graduate study in these areas. The minor would benefit the University's own MPA program, introducing undergraduates to the field and thereby raising the visibility of the program.

Registrar's Note: This program will be offered online and on the Statesboro Campus

805A: Public Administration Minor

JUSTIFICATION:

JANUARY 2020: PBAD 4431 course title change being proposed, will need to be updated in table.

Registrar's Note: This program will be offered online and on the Statesboro Campus.

MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE REVISED PROGRAM(S) SUBMITTED BY THE DEPARTMENT OF PUBLIC & NONPROFIT STUDIES. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE THE REVISED PROGRAM(S) WAS PASSED.

IV. OTHER BUSINESS

A. Office of the Registrar

Tentative 2020-2021 UGCC Meeting Calendar

Presented by Mrs. Kathryn Stewart

MRS. KATHRYN STEWART PRESENTED THE TENTATIVE 2020-2021 UNDERGRADUATE CURRICULUM COMMITTEE CALENDAR FOR THE COMMITTEE MEMBER'S THOUGHTS. DR. JOANNE CHOPAK-FOSS STATED THAT THE JANUARY 26TH AND FEBRUARY 9TH MEETING DATES ARE TWO WEEKS APART. MR. CHRIS CARTRIGHT SUGGESTED MOVING THE JANUARY MEETING BACK OR MOVE THE FEBRUARY

MEETING FORWARD TO ALLOW A THREE WEEK DIFFERENCE. DR. CHOPAK-FOSS STATED THAT THE DUE DATE FOR THE FEBRUARY MEETING FALLS ON THE SAME INITIAL COMMITTEE MEETING DATE OF JANUARY 26TH. MR. CARTRIGHT ASKED IF THE COMMITTEE AT THIS MEETING NEEDS TO CHANGE THE DATES NOW TO BE ABLE TO APPROVE IT FOR THE NEXT TERM? DR. CHOPAK-FOSS STATED THE COMMITTEE CAN APPROVE THE FALL DATES, BUT IT IS ALSO A MATTER OF RESERVING THE ROOMS. DR. CHOPAK-FOSS STATED THAT EARLY REGISTRATION IS STARTING ON MARCH 8, 2021 AND THE COMMITTEE WILL STILL HAVE TWO MORE MEETINGS FOR CURRICULUM APPROVAL. DR. LINA SOARES STATED SPRING 2021 CLASSES BEGIN JANUARY 11, 2021. DR. CHOPAK-FOSS STATED HAVING A MEETING ON JANUARY 19TH WILL WORK, BUT TO KEEP IN MIND THAT ALL MATERIALS WOULD NEED TO BE SUBMITTED BY DECEMBER 1, 2020. THE AGENDA DUE DATE WOULD NEED TO BE PUSHED BACK ONE WEEK, SO THAT THE AGENDA IS DUE BY JANUARY 12TH INSTEAD OF JANUARY 19TH. DR. BARBARA HENDRY ASKED THE REGISTRAR'S OFFICE FOR THEIR RATIONALE SELECTING JANUARY 26TH AND FEBRUARY 29TH AS MEETING DATES. MS. DORIS MACK STATED AT THE START OF THE TERM, EVERYONE IS VERY BUSY AND WE WANTED TO MAKE SURE THAT WITH EACH MEETING WE DID HAVE A QUORUM. THE FEBRUARY MEETING DATE WAS SELECTED BECAUSE WE NEEDED TO MAKE SURE THERE IS ENOUGH TIME IN BETWEEN THE FEBRUARY AND MARCH MEETINGS TO MAKE SURE THE OFFICE OF THE REGISTRAR HAS ALL ITEMS IN BANNER BEFORE REGISTRATION BEGINS AS WELL AS ADVISEMENT. DR.

Hendry stated she did not see any issue having the meetings two weeks apart. Mr. Norton Pease stated that some programs run through multiple channels and we might have a bit of a backlog on some of our dates because curriculum items missed the initial submission date. Dr. Soares asked Dr. Chopak-Foss if we will put this to a vote, Dr.

Chopak-Foss stated yes, the committee can vote. Mr. Cartright stated that the committee should plan to circle back and discuss the spring dates at the first fall meeting. Dr. Chopak-Foss stated she would like to continue to use the Military Science Building for these meetings.

Dr. Joanne Chopak-Foss discussed the possible need to have an additional April meeting. Dr. Barbara Hendry suggested scheduling reconvene meetings in the event that the committee does not get through all of the curriculum items. Dr. Chopak-Foss suggested meeting April 6th and if needed, the committee can meet again on April 13th. Dr. Hendry asked if the reconvene meetings would be more beneficial in January or February. Dr.

Chopak-Foss stated that is a good point, however in past years the March and April meetings tend to be the heaviest curriculum approval meetings. Dr. Hendry stated she thought the larger March meeting was the last meeting to get curriculum items into the fall catalog. Mr. Chris Cartright stated what happened last year was that the April and March meetings were hit the hardest. Mr. Cartright stated that the committee would like to have the larger meetings in January and February to not impact registration. Dr. Lina Soares pointed out that we have a lot of colleges and a large amount of curriculum items that go through workflow and this takes time. She stated the committee can continue to encourage colleges to submit items for the earlier meetings, but should expect to see the larger meetings in March and April. Dr. Soares also stated some meetings may need to start at 2:00 p.m. instead of 3:30 p.m. to have enough time.

Dr. Joanne Chopak-Foss proposed that the Office of the Registrar moves forward with the fall dates, but does not remove rooms for spring yet. During the fall meeting with the new committee, we will revisit this as an agenda item to discuss. Mr. Chris Cartright clarified that the spring dates will still go out to colleges and the Office of the Registrar will put “tentative” by the spring dates with an asterisk at the bottom of the page.

DR. JOANNE CHOPAK-FOSS ASKED FOR A MOTION TO APPROVE THE 2020-2021 UNDERGRADUATE CURRICULUM COMMITTEE CALENDAR WITH THE ADDITION OF A MARK THAT STATES THE SPRING DATES ARE PENDING. MR. CHRIS CARTRIGHT MADE A MOTION TO APPROVE THE UNDERGRADUATE CURRICULUM COMMITTEE CALENDAR FOR THE NEXT YEAR WITH THE ADDITION OF A MARKER THAT STATES THE SPRING DATES ARE PENDING. A SECOND WAS MADE BY DR. AMY POTTER AND THE MOTION TO APPROVE WAS PASSED.

**Schedule of Meetings
Undergraduate Committee
2020- 2021 Academic Year**

Meeting Date	Meeting Time	Meeting Locations		Agenda Items Due to UG Recording Secretary	Agenda Items on Web and Sent to UG Members	Agenda Items Due to Faculty Senate Librarian
		Statesboro Campus	Armstrong Campus			
September 15, 2020	3:30 p.m.	Williams Center 2067	Science Center 2603	September 1, 2020	September 8, 2020	October 27, 2020
October 13, 2020	3:30 p.m.	Military Science 2026	Science Center 2603	September 29, 2020	October 6, 2020	November 17, 2020
November 17, 2020	3:30 p.m.	Military Science 2026	Science Center 2603	November 3, 2020	November 10, 2020	February 2, 2021
January 19, 2021	3:30 p.m.	Military Science 2026	Science Center 2603	December 1, 2020	January 12, 2021	February 9, 2021
* February 9, 2021	3:30 p.m.	Military Science 2026	Science Center 2603	January 26, 2021	February 2, 2021	March 2, 2021
* March 9, 2021	3:30 p.m.	Military Science 2026	Science Center 2603	February 23, 2021	March 2, 2021	April 13, 2021
* April 13, 2021	3:30 p.m.	Military Science 2026	Science Center 2603	March 30, 2021	April 6, 2021	May 18, 2021

THIS IS THE PRIORITY MEETING DATE TO HAVE CURRICULUM APPROVALS ENTERED INTO BANNER FOR THE OPENING OF EARLY REGISTRATION MARCH 8, 2021.

THIS IS THE FINAL MEETING FOR CURRICULUM APPROVALS FOR THE 2021 - 2022 GSU CATALOGS

(Note: Items requiring Board of Regents/System Office approval may still not make the catalogs if submitted this late and the submission is still pending System Office/Board of Regents/DOE approval at the time the catalogs are finalized)

***SPRING DATES ARE TENTATIVE**

V. ADJOURNMENT

There being no further business to come before the committee, Dr. Joanne Chopak-Foss asked for a motion to adjourn the meeting. Mr. Chris Cartright made a motion to adjourn and a second was made by Dr. Amy Potter. The meeting was adjourned at 4:41pm.

GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE MINUTES

General Education and Core Curriculum Committee Meeting Date – Friday, March 13, 2020

- Present: Cheryl Aasheim, Allen E. Paulson College of Engineering and Computing/Information Technology; Rocio Alba-Flores, Allen E. Paulson College of Engineering and Computing/Electrical and Computing Engineering; Mary (Estelle) Bester, Waters College of Health Professions/Nursing; Donna Brooks, Office of the Provost; Suzy Carpenter, College of Science and Mathematics/Chemistry and Biochemistry; Daniel Chapman, College of Education/Curriculum Foundations and Reading; Michael Cuellar, Parker College of Business/Enterprise Systems and Analytics; Finbarr Curtis, College of Arts and Humanities/Philosophy and Religious Studies; Delena Gatch, Institutional Effectiveness; Autumn Johnson, University Libraries; Barb King, College of Behavioral and Social Sciences/Criminal Justice and Criminology; Amanda Konkle, College of Arts and Humanities/Literature; Jeffrey Mortimore, University Libraries; Dziyana Nazaruk, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Hans-Joerg Schanz, College of Science and Mathematics/Chemistry and Biochemistry; Marian Tabi, Waters College of Health Professions/Nursing; James Thomas, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; Bill Wells, Parker College of Business/Finance
- Guests: Candace Griffith, Office of the Provost; Jaime O'Connor, Institutional Effectiveness; Brad Sturz, Institutional Effectiveness
- Absent: Amy Ballagh, Enrollment Management; Chris Ludowise, Office of the Provost; Marla Morris, College of Education/Curriculum Foundations and Reading; Amy Smith, Enrollment Management; Student Government Association

I. CALL TO ORDER

Chair Finbarr Curtis called the meeting to order on Friday, March 13th at 1:17 p.m.

II. APPROVAL OF AGENDA

Cheryl Aasheim motioned to approve the agenda; seconded by Bill Wells and passed unanimously.

III. CHAIR'S UPDATE

A. Discussion about FYE1220/KINS 1525

- Finbarr Curtis had a conversation with Robert Clouse about combining some course content from FYE with KINS 1525 Concepts of Health and P.E. KINS 1525 is already fully staffed and delivers some health and wellness content that overlaps with FYE. This could alleviate some of the difficulty with recruiting faculty to teach FYE, and would allow for it to be reduced to a one credit course following more of an extended orientation model.
- Bill Wells asked if KINS 1525 was a USG requirement or an institutional requirement. Finbarr clarified that it is not a core course, but that it is part of the general education curriculum required by the institution. Jaime O'Connor added that FYE 1220 and KINS 1525 are similar in that they both fall under "additional requirements" in the current core curriculum structure.

B. FYE ad hoc committee

- Finbarr Curtis provided an update on the work of the FYE ad hoc committee. They have recently sent an email requesting feedback from faculty and students on five books proposed as the common read for next fall. No other changes to the credit hours or mode of delivery are anticipated at this time, but the curriculum will be better organized than it was the previous year with more training and support for those teaching the course.

C. CORE 2000

- Finbarr Curtis mentioned that not enough sections of CORE 2000 were offered this semester to accommodate all of the students meeting that requirement. There seems to be a perception among students that they will be allowed to substitute another course in place of CORE 2000 since it is not available. Finbarr recommended that the committee make this part of the agenda for the next meeting.

IV. NEW BUSINESS

A. Update on core assessment intervention meetings from OIE

- Jaime O'Connor said that core assessment intervention meetings are in progress. Jaime, Delena Gatch, and Brad Sturz have divided the courses identified as needing additional support into three groups and are meeting with them individually to review GECC feedback, recommend resources, and discuss next steps. Approximately 24 of these meetings have been completed, 14 are scheduled or have been contacted, and 8 have not yet been initiated. Some of those not yet initiated are due to changes in course assessment coordinators still under discussion within departments.
- Brad Sturz reported that the meetings are going well, and that many times those responsible for submitting the reports are new to the course coordinator role, and do not have enough information about what is required. Jaime O'Connor mentioned some ongoing initiatives in OIE that will provide more support for report writers, including developing a handbook suggested by Finbarr Curtis and offering some targeted workshops.
- Jaime O'Connor reported that a common theme in the follow up meetings is encouraging report writers to be mindful of the audience who may not be familiar with a specific discipline. Overall, reports need to include more explicit details about the assessment process. Often there are good processes in place, but they are not captured in the document submitted to the committee.
- Bill Wells asked if the course coordinator responsibility was being assigned to new faculty. Jaime O'Connor replied that in some cases, it does seem like new faculty are assigned to this role, which is particularly challenging. OIE plans to target new course coordinators specifically with some of the upcoming workshops and resources. Delena Gatch added that the Academic Assessment Steering Committee recently made a recommendation to offer informational meetings specifically for department chairs, and that strategy might be applied for GECC as well. Communicating more directly with chairs would help to keep departments more informed about assessment processes and work being done by the committees.

B. Timeline for core redesign

- Delena Gatch said there is no additional information available from the BOR on the core redesign at this time, beyond the video that was released prior to the last GECC meeting. In terms of a timeline for GECC participation in this process, Delena is anticipating the following:
 - Fall 2020 – Spring 2021 GECC will be heavily involved in working on the redesign. During this time, we will ask for no revisions to be submitted for the current core to allow the committee to focus on the redesign workload. We may schedule additional meetings to complete this work.
 - Helen Bland says we will have information about GECC membership for next year by early April, allowing us to get a head start on preparing committee members for the work ahead
 - By spring of next year, we should be submitting appropriate to the BOR for approval. We don't know exactly what the process will look like, but we expect to work with the structure and timelines currently in existence for committee review.
 - In Fall 2021, we will handle any courses that need to be resubmitted due to feedback from the BOR.
 - Spring 2022, students will be able to register for courses in the restructured core.
 - Fall 2022, new core curriculum will be in place.
- Delena Gatch has been working with Candace Griffith to revise the CIM forms. The changes have been approved by undergraduate and graduate curriculum committees and are now in development in the Registrar's office. The new forms provide more clarity for additional core course documentation required by the BOR, since these requirements are frequently overlooked by core courses submitting revisions. This should help to make the workflow a bit more efficient during the core redesign process.
 - Estelle Baker asked if there was any way to have easier access to CIM forms. Candace Griffith said access is controlled by the registrar's office and that departments can request access for those who need it. Permissions can be set to allow read only. Finbarr Curtis stated that typically only those who need to take action on curriculum proposals have access to CIM. Delena Gatch said she would be willing to have some conversations to find out what the possibilities are for granting better access.
- Barb King asked if the GECC will be charged with making decisions regarding the institutional options in the core redesign. Delena Gatch replied that she was under the assumption that that responsibility would fall to the GECC.

- Barb King asked if there were plans in place to teach out the current core curriculum. Candace Griffith said she had not heard of any plans at this time, but that she was sure all measures to support student success would be taken.
- Candace Griffith stated that this redesign is an opportunity to think outside the box to address the needs of students. Delena Gatch said that the committee will have a role in communicating these intentions to the institution. Finbarr Curtis said that an emphasis should be placed on getting a lot of feedback from departments and that assessment data could be a critical part of any pitch from a department for a course going into the redesigned core. Suzy Carpenter asked if we would hold forums for faculty to discuss the core. Finbarr and Delena agreed that that was an excellent suggestion and that it was something that would need to take place very early in the fall semester. OIE could handle the logistics of scheduling the forums for the committee.
- Delena Gatch stated that it is essential to continue assessing our current core curriculum even as we approach the redesign. We will have a reaffirmation of accreditation with SACSCOC in 2025, and we are required to show three years of data at that time. This data collection period begins in 2020-2021. OIE recommends that core courses report on the current curriculum in fall 2020 and fall 2021. Reporting will be suspended in 2021-2022 and we will request core courses to submit assessment plans, similar to the model we followed post-consolidation. In 2022-2023, we will collect data based on the revised core, which will meet the three year data requirement. Candace Griffith added that this would fit the timeline since the self-study report will be submitted to SACSCOC in September 2024. Finbarr Curtis added that continuing to submit quality assessment documents would work favorably for those wishing to keep courses in the core. Donna Brooks reminded the committee that some courses currently in the core will remain; Delena Gatch replied that those courses can continue to report throughout the transition period.

V. Announcements

A. Reminder – meeting details for Spring 2020

- The final GECC meeting will take place on April 24th.

B. Reminder – Academic Assessment: Support for Next Steps roundtable discussions offered by OIE

- The final Academic Assessment Support for Next Steps roundtable discussion will take place on April 6 from 3-4:30 p.m.

VI. ADJOURNMENT

The meeting was adjourned on March, 2020 at 1:53 p.m.

Respectfully submitted,

Jaime O'Connor, Recording Coordinator

<p>Minutes were approved March 23, 2020 by electronic vote of Committee Members</p>

GENERAL EDUCATION AND CORE CURRICULUM COMMITTEE MINUTES

General Education and Core Curriculum Committee Meeting Date – Friday, April 10, 2020

- Present:** Cheryl Aasheim, Allen E. Paulson College of Engineering and Computing/Information Technology; Rocio Alba-Flores, Allen E. Paulson College of Engineering and Computing/Electrical and Computing Engineering; Mary (Estelle) Bester, Waters College of Health Professions/Nursing; Suzy Carpenter, College of Science and Mathematics/Chemistry and Biochemistry; Finbarr Curtis, College of Arts and Humanities/Philosophy and Religious Studies; Michael Cuellar, Parker College of Business/Enterprise Systems and Analytics; Delena Gatch, Institutional Effectiveness; Autumn Johnson, University Libraries; Barb King, College of Behavioral and Social Sciences/Criminal Justice and Criminology; Amanda Konkle, College of Arts and Humanities/Literature; Jeffrey Mortimore, University Libraries; Dziyana Nazaruk, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health; James Thomas, Jiann-Ping Hsu College of Public Health/Health Policy and Community Health;
- Guests:** Candace Griffith, Office of the Provost; Jaime O'Connor, Institutional Effectiveness; Brad Sturz, Institutional Effectiveness
- Absent:** Amy Ballagh, Enrollment Management; Donna Brooks, Office of the Provost; Daniel Chapman, College of Education/Curriculum Foundations and Reading; Chris Ludowise, Office of the Provost; Marla Morris, College of Education/Curriculum Foundations and Reading; Amy Smith, Enrollment Management; Marian Tabi, Waters College of Health Professions/Nursing; Bill Wells, Parker College of Business/Finance

I. CALL TO ORDER

Chair Finbarr Curtis called the meeting to order on Friday, April 10 at 1:019 p.m.

II. APPROVAL OF AGENDA

Agenda was unanimously approved.

III. CHAIR'S UPDATE

- FYE committee continues to meet every week. The committee has adopted the book *Normal Sucks*, which won the poll from faculty. Hours of discussion went into this selection, and it will effectively serve the purpose of the course.
- Barb King asked if there was a strategy for putting the course online if remote instruction continues into the fall. Finbarr Curtis replied that they are currently anticipating a return to on ground classes in the fall, but that the course would be easy to put online if necessary since it is based on pre-developed modules administered through Folio.

IV. NEW BUSINESS

A. COVID-19 impacts on assessment reporting

- Jaime O'Connor described the resources developed by the Office of Institutional Effectiveness to assist core course and program assessment coordinators during remote emergency teaching. She provided an overview of the results from a survey distributed to all assessment coordinators, highlighting responses from those working with core courses.
 - 21 out of 58 respondents represented core courses.
 - The majority of respondents reported that remote instruction would require no adaptation of their course assessment. Either classes were already online or assessments were already administered online prior to the shift to remote instruction.
 - The primary reason for adapting assessment methods were reliance on standardized tests with copyrights that prevented administering instruments online or concerns over academic dishonesty with sharing exam questions online. Some courses do not yet have a plan for administering assessment this semester.

- Respondents raised concerns about the usefulness of the data collected this semester for a variety of reasons. OIE has been trying to reassure everyone that we understand the data is compromised and we will need to think about how that will be addressed in the review process.
- OIE is also offering a series of round table discussions to provide guidance and respond to questions from assessment coordinators from core courses and academic programs. In addition to providing an overview of guidance from national organizations OIE is following closely, round table discussions include recommendations for resources and practical strategies for assessing student learning.
 - Participants have asked about deadlines for assessment documents. OIE is maintaining the October 1st deadline.
 - Participants asked about making adjustments to their normal assessment tools and methods and were encouraged to make any adaptation necessary to facilitate meaningful assessment under these unprecedented circumstances.

B. General education redesign preparation

- Jaime O'Connor reported on preparations requested by the committee for the general education redesign in Fall 2020. OIE is proceeding with the timeline previously discussed unless the system notifies the institution of any changes. The committee has expressed the priority for faculty and students to be included in this process. OIE is planning the following means of gathering input from faculty and students:
 - OIE will develop a survey to be broadly distributed across campus early in Fall 2020. This purpose of the survey is to gather information about the perceived purpose of general education at Georgia Southern and to gain insights into content areas and skills that are valued by the faculty and students. As survey items are developed, these will be shared with the committee for feedback.
 - In conjunction with the survey, OIE will coordinate a series of town hall meetings in the 2nd and 3rd week of the fall semester on Statesboro, Armstrong, and Liberty campuses. Delena Gatch mentioned that these will be held as early as possible in the semester in case a second peak of the virus necessitates a return to remote instruction.

V. ANNOUNCEMENTS

A. Academic Assessment: Remote Assessment Round Table Discussions

- Jaime O'Connor invited committee members to register for one of the two remaining virtual round table discussions taking place on Wednesday, April 15 from 3-4 p.m. and Thursday, April 23 from 10-11 a.m.

VI. ADJOURNMENT

The meeting was adjourned on April 10, 2020 at 1:41 p.m.

Respectfully submitted,

Jaime O'Connor, Recording Coordinator

Minutes were approved April 16, 2020 by electronic vote of Committee Members
